DOCUMENT RESUME

ED 400 586 EA 027 560

TITLE A Profile of California's Charter Schools, 1994-95.

INSTITUTION San Diego Chamber of Commerce, CA. Business Roundtable for Education and Charter Schools Consortium.

PUB DATE Mar 96

NOTE 103p.

AVAILABLE FROM Greater San Diego Chamber of Commerce Business Roundtable for Education, Emerald Shapery Center, 402 West Broadway, Suite 1000, San Diego, CA 92101-3585; fax: (619) 234-0571; phone: (619) 544-1327.

PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC05 Plus Postage.

DESCRIPTORS *Accountability; *Charter Schools; Educational Innovation; Elementary Secondary Education; *Enrollment; Ethnic Groups; Government School Relationship; Racial Composition; *School Demography; *School Organization; State Legislation; Student Evaluation

IDENTIFIERS *California

ABSTRACT

In 1992, California became the second state to enact legislation enabling the creation of charter schools. This report provides information about 44 California charter schools that, as of the 1994-95 school year, had been in operation for at least 1 year. These 44 schools responded to a survey that was sent to each of the 62 California charter schools that were operational during the 1994-95 school year elicited (the response rate was 71 percent). Of the 62 schools, 33 serve elementary grades, 5 serve middle grades, 5 serve high school grades, and 18 serve some combination of the three. The data show wide variation among the schools as to geographic location, size and urbanicity, curricular and instructional practices, and strategies for student assessment. Many charter schools were linked to other national-level education reform efforts, and many had invested heavily in educational technology. In general, the schools used innovative instructional practices, reached out to less advantaged and racially diverse student populations, enjoyed intensive parent and community support, and were laying the groundwork for achieving a deregulated and accountability-driven education system. Charter schools faced the obstacles of inadequate facilities, legal challenges, conflict with school districts, and state-level financial matters. Two figures are included. The appendix contains a table depicting 1994-95 charter-school enrollment and demographic data. (LMI)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 400 586

A PROFILE OF CALIFORNIA'S CHARTER SCHOOLS

1994-95

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

E. Premack

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

A PROJECT OF THE SAN DIEGO CHAMBER OF COMMERCE
BUSINESS ROUNDTABLE FOR EDUCATION AND
CHARTER SCHOOLS CONSORTIUM

EA 027 560

BEST COPY AVAILABLE

A Profile of California's Charter Schools

1994-95

A Project of the San Diego Chamber of Commerce
Business Roundtable for Education and
Charter Schools Consortium
March, 1996

Additional copies of this report are available from the Greater San Diego Chamber of Commerce Business Roundtable for Education. For publication and distribution information contact Kay Davis of the San Diego Chamber of Commerce Business Roundtable for Education at (619) 544-1391. For technical questions, contact Eric Premack at the Institute for Education Reform at (916) 278-4600. © 1995 by the Greater San Diego Chamber of Commerce, all rights reserved.

The San Diego Business Roundtable For Education

GREATER SAN DIEGO CHAMBER OF COMMERCE

LETTER TO THE PUBLIC

In 1992, California become the second state to enact legislation enabling the creation of charter schools. California's charter schools are a new form of public school that may operate free from the rules and constraints of the mainstream public system. In exchange for this freedom, charter schools are held accountable for achieving goals specified in a written charter document granted by a local school district board. Some 20 states now have enacted charter schools legislation.

Since California's legislation took effect in 1993, local school boards have approved over 109 charters, exceeding the legislated cap of 100 charters through the granting of special waivers by the State Board of Education. Sixty-two charter schools were open and serving students during the 1994-95 school year, placing California on the forefront of this promising education reform effort.

To date, there has been no comprehensive effort to gain information about California's charter schools. Little information about the schools is currently available. In an effort to begin to fill the void, this report provides meaningful information on most of California's charter schools that have been open for at least one year. Profiles of 44 of California's pioneering charter schools are presented here in a simple and accessible format. The school profiles chronicle the remarkable successes of and serious challenges facing California's charter school developers across the state. The profiles paint a picture of:

- innovative schools serving diverse student populations
- schools enjoying intensive parent and community support and involvement
- schools that are indeed laying the groundwork to fulfill the promise of a deregulated and accountability-driven education system.

We earnestly hope that these profiles will assist policymakers, school districts, charter schools, parents, and students to better understand California's charter reform efforts.

Sincerely,

Mel Katz

Mel Katz
President, Manpower Temporary Services, Inc.
Chairman, Business Roundtable for Education

Kathleen Flanagan

Kathleen Flanagan
Vice President, Corporate Communications, San Diego Gas & Electric Company
Chairman, Legislative Committee of the Business Roundtable for Education

Emerald Shapery Center
402 West Broadway, Suite 1000,
San Diego, California 92101-3585
(619)544-1327 fax (619)234-0571

TABLE OF CONTENTS

ACKNOWLEDGMENTS ____ vii

EXECUTIVE OVERVIEW ____ viii

ABOUT THE DATA ____ xiii

THE SCHOOLS ____ 1

San Carlos Charter Learning Center ____ 2
Charter Community School and Extended Day Program ____ 4
Louisiana Schnell Elementary Charter School ____ 6
Yucca Mesa Charter School ____ 8
Sonoma Valley Charter School ____ 10
The Open Charter School ____ 12
Options for Youth Charter School ____ 14
Jingletown Charter Middle School ____ 16
Horizon Instructional Systems Charter School ____ 18
Vaughn Next Century Learning Center Charter School ____ 20
Bowling Green Elementary Charter School ____ 22
Natomas Charter School ____ 24
Santa Barbara Charter School ____ 26
Peabody Charter School ____ 28
Grass Valley Charter School ____ 30
Ready Springs Charter School ____ 32
Charter School Number 25 ____ 34
The Charter School of San Diego ____ 36
Bear Valley Charter School ____ 38
Fenton Avenue Charter School ____ 40
Westwood Elementary Charter School ____ 42
The Eel River School ____ 44
Canyon Charter School ____ 46
Marquez Charter School ____ 48
Palisades Elementary Charter School ____ 50
Palisades Charter High School ____ 52
International Studies Academy Charter School ____ 54
San Francisco Charter Early Childhood School ____ 56
Linscott Elementary Charter School ____ 58
The Accelerated Charter School ____ 60
Harriet Tubman Village Charter School ____ 62
Deterding Elementary Charter School ____ 64
O'Farrell Community School: Center for Advanced Academic Studies ____ 66
Garfield Elementary Charter School ____ 68
Rite of Passage School ____ 72
Discovery Charter School ____ 74
Buckingham Charter School ____ 76
Excelsior Academy Alternative Education ____ 78
Nevada City Home Study Charter School ____ 80
Mountain Home Charter School ____ 82

CLEAR VIEW ELEMENTARY CHARTER SCHOOL ____ 84
CATO SCHOOL OF REASON ____ 86
HICKMAN HOME STUDY CHARTER SCHOOL ____ 88

APPENDIX A--1994-95 SCHOOL ENROLLMENT & DEMOGRAPHICS ____ 90

ACKNOWLEDGMENTS

We owe and extend a heartfelt thanks to the many charter school directors, staff, parents, and community supporters who responded to our requests for information regarding their schools. Many of these schools have already welcomed thousands of visitors, filled out dozens of surveys, and otherwise responded to a multitude of research inquiries regarding charter schools. Accommodating these requests has been a major burden on charter school developers, many of who are struggling to address the essential business of starting and operating their schools. We sincerely appreciate the time and effort that went into their responses.

Several individuals also provided essential assistance to this effort. In no particular order they include: Joe Lucente of the Los Angeles Consortium of Charter Schools, Joe Rao of the Los Angeles Unified School District, Sue Bragato of the California Network of Educational Charters, Sofia Aburto of RPP International, and David Patterson of the California Department of Education.

Funding for this project was generously provided by the Walton Family Foundation.

This report is the result of a collaborative effort directed by Eric Premack. Mr. Premack directs the Charter Schools Project at the Institute for Education Reform at California State University Sacramento and consults widely on charter school development and policy matters in California and nationally. Any opinions, misstatements, or inaccurate information in this report are solely those of the project director and not necessarily those of the schools or contributors.

EXECUTIVE OVERVIEW

California's oldest charter schools have been operating as a charter school for at most two and one-half years. The school profiles in this report document that many of these schools have established a strong track record and are beginning to show the promise of the charter reform strategy. The schools have introduced innovative curriculum, instructional methods, and management practices at a rapid pace and enjoy an exceptionally high level of parent support and community involvement. The obstacles are many, but most schools appear to be overcoming them with a combination of hard work, grit, and determination.

Numbers, Status & Location

Sixty-two California schools were operating under charter status in the 1994-95 school year. Though the number of charter schools is growing, they still represent less than one percent of the state's total number of public schools. These charter schools have begun to take full advantage of the organizational flexibility of California's unique charter schools legislation and are introducing change both within and alongside the traditional public K-12 system. Thirty-seven of the 62 schools were existing public schools that "converted" to charter status. The remainder (25) did not exist prior to the granting of the charter and were created "from scratch." Thirty-three of the schools serve elementary grades, five serve middle grades, five serve high school grades, and 18 serve some combination of the three. Many of the schools remain legally and organizationally closely aligned with their sponsor district. Others have established highly independent operational arrangements and have formally incorporated as independent legal entities.

The 62 schools were widely distributed across the state and located in 23 of 58 counties. The enrollment of the charter schools varied widely, ranging from as few as 21 students up to over 1900 students. In general, the schools are quite small and larger schools often used "cluster" or "family" arrangements to personalize their otherwise large environments. The size and urbanicity of the sponsor districts also varied, ranging from the relatively small, 331-student West Park Elementary School District in Fresno County to California's largest urban districts including the Los Angeles and San Diego City Unified School Districts. The Pioneer Union Elementary School District was the state's only "charter district" and is home to two schools.

Curriculum & Instruction

The schools also varied widely in their curriculum and instructional methods and practices. Some are tightly linked to state- and national-level education reform efforts and report that their charter status significantly enhances their ability to introduce and sustain innovative instructional practices. Others have made quantum leaps of change and introduced highly innovative and unconventional instructional arrangements that are difficult or impossible to introduce in a traditional school environment.

Many reported that their curriculum is developed to align with the California State Curriculum Frameworks (state-developed guidelines on curriculum and instruction in several content areas including language arts, mathematics, history/social science, and others). Other schools are more flexible in their approach and develop a customized curriculum or learning plan for each student. These flexible arrangements are most prevalent among the several charter schools that focus on

serving the needs of students who have dropped out of school or who have experienced difficulty with traditional schools' environments.

The integration of subject matter across the curriculum and the use of curricular themes is a common thread among many of the schools, particularly among existing elementary schools that have converted to charter status. Many schools have invested heavily in technology including computers, modems, networks, printers, scanners, video production equipment, and other software and hardware. Several schools feature dual language acquisition focuses and/or specialize in meeting the needs of limited-English proficient students. Cooperative learning, small group instruction, self-paced instruction, and ungraded classrooms are also reported in many of the schools. Other curricular or instructional strategies include Waldorf Education, the Accelerated Schools model, the International Baccalaureate program, and other models.

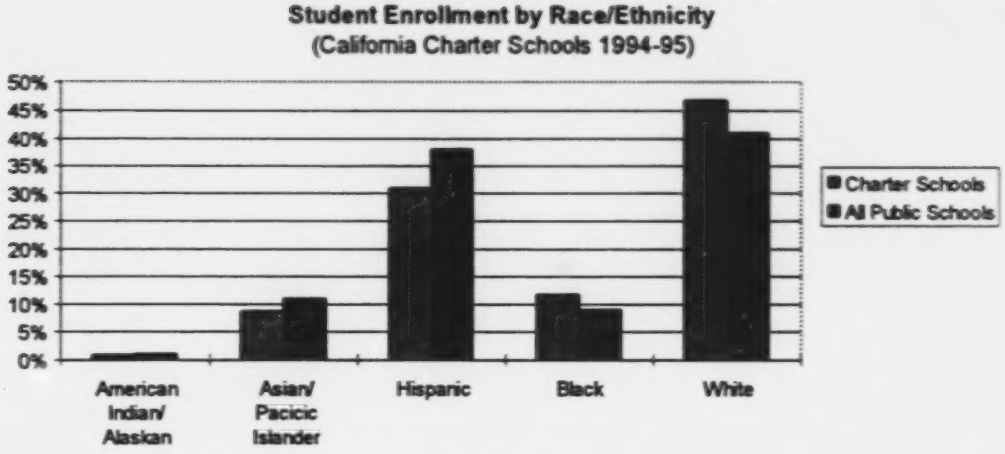
The schools have demonstrated that their innovation need not occur in isolation. Many of the charter schools are linked to other prominent national-level education reform efforts including the Coalition of Essential Schools, the New American Schools Development Corporation (a major privately-funded, national level school reform effort), and other efforts. Several are also participating in major state-sponsored reform efforts including California's SB 1274 School Restructuring program, the Healthy Start initiative to link schools with social services, the State Specialized School Program grant, and the SB 1510 education technology grant program.

Sixteen of the schools provide instruction in non-classroom environments. Several are "home-based" or "independent-study" programs. Students in these schools typically meet individually or in small groups with teachers on a weekly or twice-monthly basis and jointly select curriculum, set instructional goals, and review and monitor progress. Most of these are "conversions" of previously existing, district-operated home-based or independent study programs and many continue to operate in close cooperation with their sponsor district. Some focus on populations of students who have not succeeded in traditional, classroom-based settings including expelled students, dropouts, or adjudicated youth. Several are also beginning to use a mix of home, classroom, and/or site-based instruction--enabling the school to more effectively balance the academic and socialization needs of students.

Student Demographics

Over 25,000 students enrolled in California charter schools during the 1994-95 school year, representing less than one-half of one percent of California's 5.3 million K-12 students. Despite previous reports that charter schools are serving predominantly white and upper class communities, official student demographic data from the California Basic Education Data System clearly demonstrate that California's charter schools serve an extremely diverse student population that is reflective of California's diversity. A majority (53 percent) of California's charter school students in 1994-95 were members of racial/ethnic minorities. As shown in the chart below, the overall mix of charter school students' racial/ethnic makeup closely mirrors that of the public school system. Many of the schools also serve students from economically disadvantaged backgrounds as evidenced by the large number of schools serving high proportions of students who qualify for federally subsidized school lunch and breakfast programs.

BEST COPY AVAILABLE



Nearly all of the responding schools report that they provide special education and other services to children with special needs or that their program is specifically designed to serve a particular special needs population. Most of the smaller charter schools offered at least a special education Resource Specialist Program--a common special education instructional setting. Many schools also reported offering speech therapy or related services. Very small schools usually reported offering these services in cooperation with the sponsor school district. Larger charter schools tended to report offering a more extensive array of on-site special education services including Special Day Classes for students with severe needs.

Several of the schools are on the cutting-edge of innovative service delivery models for special needs students. Some report successful implementation of "full inclusion" strategies to integrate special education students in "regular" classrooms, including the full inclusion of severely handicapped students. These innovations came despite California's complex special education finance and regulatory structure and the often-difficult nature of establishing the programs and related financial arrangements.

Student Assessment

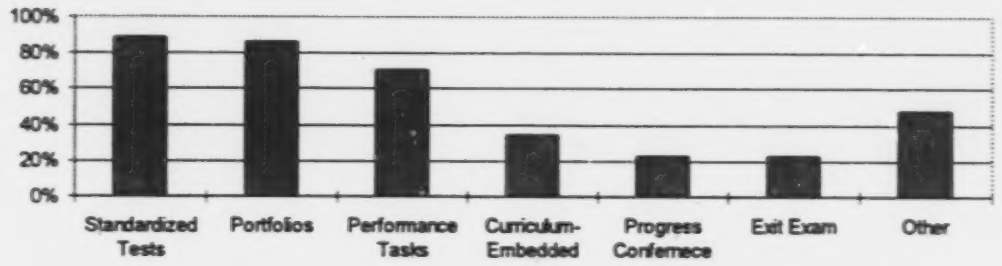
Charter schools are breaking significant new ground in the area of student assessment and accountability. Many charter schools are actively implementing and developing highly sophisticated assessment systems to document student achievement and sponsor districts often closely monitor this data.

Nearly all of the charter schools reported that they use a broad mix of assessment strategies to monitor and document student progress toward instructional and other goals. Nearly 90 percent administer some sort of standardized achievement test with the Comprehensive Test of Basic Skills (CTBS) and the Spanish language "Aprenda" test listed most frequently. Several are currently searching for appropriate standardized testing instruments in the wake of the cancellation of the state-sponsored California Learning Assessment System (CLAS) assessments.

Most of the schools (86 percent) also report using portfolios of student work and many note that their staff engage in developing rubrics or formalized mechanisms to evaluate student work. Other

frequently cited assessment tools and strategies included student performance exhibitions or tasks, curriculum-embedded assessments developed by publishers or teachers, and basic skills "checklists" for Kindergarten and exit exams or demonstrations.

Charter School Student Assessment Methods



Though one might generally expect stagnant or declining test scores in the early years of a major school change effort, several charter schools are already reporting increases in standardized test scores. Ideally, standardized testing data is interpreted in a broadly-based and appropriate assessment system providing a range of data to document progress on multiple student learning and affective goals. The information contained in the school profiles show that many schools are making significant progress in many of these areas as documented by data from broad variety of assessment instruments and tools.

Charter schools must demonstrate student progress to their sponsor district or face revocation or non-renewal of their charters. Many of the schools also report that they are investing heavily in developing more sophisticated assessment systems, staff development activities to train staff in assessment matters, staff release-time to develop school specific performance benchmarks and rubrics, and are exploring other assessment methods and reporting practices. Some are linked with state- or national-level student assessment efforts including the national New Standards Project or have hired assessment experts or an "assessment coach" to perform program evaluations and/or assist the school in this rapidly evolving and technically challenging area.

Distinguishing Features & Successes

Despite the fact that California's charter schools have been operating for at most two and one-half years, most have begun to document a track record of innovation and rapid change. Some of these changes are directly attributable to the high level of legal flexibility and operational freedom that many charter schools enjoy. Other changes are more subtle in nature and derive from the sense of community, collective responsibility, and renewal triggered by charter status.

Some of the frequently cited distinguishing features and successes documented in the school profiles include the following:

- Sharp increases in the level of parent involvement in the governance and support of the school is one of the most commonly cited changes by the responding schools. Many of the schools actively monitor parent involvement and have logged tens of thousands of volunteer hours.
- Significant reductions in class size and/or more intensive staffing ratios. Many charter schools are aggressively exploring their freedom from rigid, centralized finance systems and restrictive collective bargaining agreements and redirecting limited resources into the classroom.

- A high level of community support from corporate and community groups and organizations and cooperative arrangements with colleges and universities.
- Innovative instructional calendars or daily schedules including longer school years and increased staff development and preparation time.
- Creative use of non-credentialed teaching staff including university professors, artists, technology experts, student teachers, and other professionals.
- Highly innovative site-based financial management strategies leading at times to considerable economies and increases in the quality of support services and a redirection of limited resources toward educational activities.
- Innovative facilities arrangements including locations in shopping malls, leased commercial space, museums, and "school within a school" arrangements. Several schools have added classrooms or constructed additional space on their sites to relieve overcrowding or meet other space needs.
- Significant increases in the quality of school breakfast and lunch programs.
- Increases in daily attendance rates and decreases in staff absenteeism and workers compensation claims.
- Increases in enrollment by attracting students from private and neighboring public schools.
- Strong efforts to reach out to less advantaged and racially diverse communities to increase the diversity of schools' student bodies and encourage active participation by their parents.
- New or expanded pre- and after-school programs; tutoring and support programs for low-achieving students; health, counseling, conflict resolution and social services; and/or intensive efforts to increase parent involvement in the school's operations and governance.

Obstacles & Challenges

Establishing a new charter school or "converting" an existing one can be an exceptionally difficult and complex undertaking. It often places enormous pressure on school staff, parents, community members, and students. In some schools this pressure has led to internal conflict over governance, administrative, instructional, and personnel matters. Many schools also report struggling with the workload related to the change process and remain very concerned regarding staff turnover and "burnout."

Charter schools also cited a variety of other major barriers and concerns including the following:

- Inadequate facilities and an inability to access sources of facilities funding available to school districts.
- Legal challenges--primarily relating to collective bargaining and labor relations issues.
- Inconsistent advice or policies from the California Department of Education regarding attendance accounting, financial entitlements, and legal matters.
- Conflict with the sponsor district regarding financial matters.
- Difficulty with state-level financial matters including the timing of state apportionments and ensuing cash flow problems, the complexity of state funding formulas for special education, and attendance accounting matters.
- Difficulty with the vague legal status of charter schools and related liability concerns. ADD
- Maintaining cooperative relationships with sponsor districts, especially where district administrative staff and board members turn over frequently.

The progress of California's charter schools is all the more remarkable in the context of the intense opposition, major hurdles, and challenges the schools often face and have overcome.

ABOUT THE DATA

School profile forms were mailed or faxed to each of the 62 charter schools that were operational in California during the 1994-95 school year. Forty-four (71 percent) of the schools responded. Some schools responded with detailed information developed specifically for their school's profile. Other schools instead provided copies of their annual reports to their sponsor districts, findings from reports prepared by their assessment consultant, or other secondary source documents. From this information, the project director developed a profile for these schools by drawing from the information sent by the school.

The position of the responding party at each school varied. For most schools, the director or principal prepared the response. In others, parents, teachers, administrative staff, and community supporters responded. For several schools, sponsor district staff provided additional student assessment and other data. Thus, the data contained in these profiles is primarily self-reported and may reflect the views of the particular individual who responded to the information requests.

Student enrollment and demographic figures for 61 of the 62 schools were drawn from the California Basic Education Data System (CBEDS). One school did not appear in the state database and information for their school is drawn from the profile survey instrument. In many schools, respondents reported that their school is rapidly growing and that their enrollment may have increased significantly since the state demographic data were collected in fall of 1994. To ensure comparability between school and district figures, CBEDS figures were used whenever available.

Information regarding the proportion of students qualifying for federally-subsidized child nutrition programs was requested as the most commonly available indicator of the proportion of students from low-income households. Several of the schools, however, do not participate in these programs and therefore do not collect the data. Information regarding the types of services offered to special needs students was also requested. Some schools reported information regarding Special Education services offered while others also reported information regarding services to limited-English proficient students or other special services such as counseling, health care, and guidance services.

The schools also reported information regarding the types of assessment practices and instruments they use. Many provided summary data showing standardized student achievement test scores and in some cases the sponsor district provided test score data. The format and availability of standardized test score data varied widely.

Project staff identified the legislators representing the school using the California Senate's zip code index and maps of legislative district boundaries. In some cases, the schools were located near district boundaries or serve students from multiple legislative districts and multiple legislators may be listed.

THE SCHOOLS

SAN CARLOS CHARTER LEARNING CENTER

SAN CARLOS ELEMENTARY SCHOOL DISTRICT
CHARTER 1, SAN MATEO COUNTY

Overview of the School

The San Carlos Charter Learning Center began operation as a "from scratch" charter school in 1994 serving 86 students in Kindergarten and grades 4-6. Now in its second year, the school has moved from leased commercial space to a site leased from the sponsor district and has grown to 116 students serving grades K-3 and 5-7, with a goal of growing to 150 students serving grades K-8. The school serves as a research and development site for the San Carlos Elementary School District and maintains a small student population to foster an intimate, caring atmosphere. The school's curriculum emphasizes science, arts/humanities, and technology. Instruction is based on thematic units, is designed to address students' varying learning modalities, and encourages multi-age experiences and student self-direction.

The Charter Learning Center is governed by a board consisting of three parents, two staff members, one community member, a businessperson, and one representative from the district teachers association (though none of the school's staff are association members). The school operates in close cooperation with, and receives operational support from, the sponsor district.

Student Demographics

1994-95 Student Racial, Ethnic, & Enrollment Data						
	American Indian	*Asian & Pacific Islander*	*Hispanic*	*African-American*	*White*	*Total*
School Number	0	12	9	7	56	84
School Percent	0	14	11	8	67	100
District Percent	0	9	7	3	81	100

- Percent of students qualifying for free/reduced price lunch: N/A
- Special needs services provided: Special needs services are provided under a cooperative arrangement with the sponsor district.

Student Assessment Methods:

- Science and writing performance assessments (in cooperation with sponsor district).
- Portfolios of student work evaluated pursuant to teacher-developed standards and rubrics.

Major Successes and Distinguishing Features:

- Technology rich environment with support from major hardware and software manufacturers and developers including Apple, Hewlett Packard, and Oracle. One computer for every five students. Internet "listserv" supports and enables a high level of communication among and between parents, staff, and community members.
- High level of parent and community support allows instructional staff to spend two afternoons per week in common planning time.
- After school "Educare" program provides integrated support for the school's basic instructional day, provides revenues to support instructional assistants in the "regular" classrooms, and reinforces learning experiences.
- Successful fundraising efforts involving several foundations.
- Available representative standardized test scores: none available

Major Obstacles or Concerns:

- *"We occupied [leased] temporary space in our first year and the physical move, plus turnover in our administrators and a new member of the teaching staff put us in a start-up mode for two consecutive years. Things are now falling nicely into place and year three should be a charm!"*

Contacts:

- **Communication Team Contact:** **Carol Whiteley (415) 594-2421**
- **Assemblymember:** **Byron Sher**
- **Senator:** **Vacancy**

Overview of the School

This charter converted the existing county community school to charter status in September, 1993 and is California's first county board-sponsored charter school. The Charter Community School provides a rigorous educational program for community school students who have not succeeded in traditional school environments. The school uses the California curriculum frameworks as a foundation along with frameworks developed by a county-wide collaborative. Each student has a Differentiated Educational Plan containing specific goals in social, emotional, and academic areas. The Plans are developed jointly by the student, parents, and staff of the charter school.

Instruction is individualized to meet student needs with emphasis on project- and technology-based applications. The school delivers instructional services through several charter programs including K-12 home independent study programs, an Opportunities for Pregnant and Parenting Teens program, a Campus and C.A.R.E. program for "at risk" and adjudicated youth, and an Extended Day program open from 7 a.m. to 6 p.m. High school students may work toward a regular diploma, the California High School Proficiency Exam, or the General Education Development test.

Student Demographics

1994-95 Student Racial, Ethnic, & Enrollment Data						
	American Indian	*Asian & Pacific Islander*	*Hispanic*	*African-American*	*White*	*Total*
School Number	9	4	25	2	362	402
School Percent	2	1	6	0	91	100
County Office Percent	3	2	15	11	69	100

- Percent of students qualifying for free/reduced price lunch: N/A
- Special needs services provided: All instruction is geared to individual needs. Gifted and talented education program also available.

Student Assessment Methods:

- Portfolios of student work and student presentations
- Shifting from WRAT to TABE student achievement tests
- On-going curriculum-embedded assessments
- Student presentations

- Student research projects
- Completion of individual student Differentiated Educational Plan
- California High School Proficiency Exam
- General Education Development test

Major Successes and Distinguishing Features:

- Cutting-edge educational Technology Research Center including: NovaNet on-line curriculum, fiber optic cabling, Ethernet connectivity, Sun Workstation Internet connectivity; and technology embedded instruction
- Initiated development of an Authentic Portfolio assessment process and hosted first student portfolio presentation evening
- Significant increase in enrollment, including attracting students back from competing programs
- Numerous curriculum enhancements including more advanced math offerings for college bound students
- Initiated tutorials and laboratory offerings for independent study students
- Increased parent involvement and communication between parents and staff

Major Obstacles or Concerns:

- Lack of clear state laws and guidelines regarding county office-sponsored charter schools
- Legal challenges to the independent legal status of county office-sponsored charter schools by teacher's bargaining unit

Contacts:

- **Executive Director:** **Marta Reyes (916) 622-7130 x 257**
- **Assemblymember:** **David Knowles**
- **Senator:** **Tim Leslie**

LOUISIANA SCHNELL ELEMENTARY CHARTER SCHOOL

PLACERVILLE UNION ELEMENTARY SCHOOL DISTRICT
CHARTER 6, EL DORADO COUNTY

Overview of the School

Schnell Elementary School serves grades K-5 and converted to a charter school beginning in September 1994. The charter school's educational program focuses on Integrated Thematic Instruction, provided in a non-threatening and curiosity-stimulating environment. The school's objectives are that all students be able to demonstrate the ability to gather, analyze and use information, communicate precisely, solve problems, work cooperatively, think creatively, initiate action, and participate in a global society.

Student Demographics

1994-95 Student Racial, Ethnic, & Enrollment Data						
	American Indian	*Asian & Pacific Islander*	*Hispanic*	*African-American*	*White*	*Total*
School Number	6	7	37	1	434	485
School Percent	1	1	8	0	89	100
District Percent	3	2	9	0	86	100

- Percent of students qualifying for free/reduced price lunch: 35 percent
- Special needs services provided: Resource specialist (consultative model with minimal pullout), special day class, and speech therapy special education services. Mental health counseling.

Student Assessment Methods:

- Standardized testing (CTBS)
- Portfolios of student work
- Demonstration projects
- Teacher developed tests
- Other assessments in development include: computer-based electronic portfolios, student-led conferences, and personalized reading assessments including running records

Major Successes and Distinguishing Features:

- *"The biggest advantage to our charter status is the freedom of thought on the part of staff and parents. Although we don't operate a great deal differently than before our charter (we were a Distinguished School in 1993) people try to find solutions to concerns rather than saying, "Well we probably can't do that!"*

- Participated in Project CHILD and named a national demonstration site, the only such site in California.
- Teachers actively involved in research in assessment (particularly in reading) and using Reading Recovery-like strategies to help all students learn to read and write
- *"Parent participation has never been higher!"*
- Received grants from Intel, National Gardening Association, and the local Artsbank.
- Available representative test scores:

California Learning Assessment System (percent of students scoring "3" or higher, comparison with similar and all schools, 1994)			
	Charter School	Comparison Schools	All Schools
Mathematics	75.0	70.9	58.7
Reading	90.5	81.2	73.2
Writing	88.5	83.9	77.0

Major Obstacles or Concerns:

- Lack of clarity regarding California Department of Education's rules concerning charter schools. *"They don't seem to know what to do with us. Although we are supposed to be free to control locally, we've had to fight Sacramento on issues such as attendance accounting and staff development days."*

Contacts:

- **Principal:** **Cathryn Morgan (916) 622-6244**
- **Assemblymember:** **David Knowles**
- **Senator:** **Tim Leslie**

Overview of the School

The Yucca Mesa Elementary School converted to a charter school in 1993 and currently serves Kindergarten through the 8th grade. The school's primary focus is on student achievement and the school seeks to increase achievement through the introduction of new instructional programs and an emphasis on solid blocks of instructional time.

The school is governed by a Charter Board consisting of 4 parents, 3 certificated teachers, 1 classified staff member, 1 non-certificiated instructor, and an administrator. The Board sets school policy with day-to-day matters handled by school administration and staff. Parental involvement is a cornerstone of the school. All parents must attend an orientation meeting prior to enrolling their children and sign a Mutual Support Agreement.

Student Demographics

1994-95 Student Racial, Ethnic, & Enrollment Data						
	American Indian	*Asian & Pacific Islander*	*Hispanic*	*African-American*	*White*	*Total*
School Number	6	11	88	8	561	674
School Percent	1	1	13	1	83	100
District Percent	1	4	13	7	75	100

- Percent of students qualifying for free/reduced price lunch : 47 percent
- Special needs services provided: N/A

Student Assessment Methods:

- Standardized testing (CTBS)
- Yearly writing portfolio of student work (2 pieces per year)
- Reading and math staging in grades K-3
- Year-end outcomes for each grade level are currently under development

Major Successes and Distinguishing Features:

- Reduced class size in first grade to 24 or lower starting September 1995
- Used charter flexibility to hire Assistant Principal in 1995 who does not hold an administrative credential but is trained as a school psychologist
- Parent attendance at parent-teacher conference has been over 98 percent since September 1994
- Eliminated pullout programs to allow for longer blocks of instructional time

- Developed an Alternative Discipline Room with a customized curriculum and counseling component as an alternative to suspension starting in 1994
- Added 7th grade in 1994 and 8th grade in 1995
- Increased parental involvement
- Continuing a Before and Afterschool Program to extend the academic day for 300 students, including enrichment classes
- Available representative standardized test scores:

Comprehensive Test of Basic Skills			
Year	Grade	Reading Percentile	Math Percentile
1993-94	2	25	43
1994-95	3	47	45
Change		+22	+2
1993-94	3	52	48
1994-95	4	54	48
Change		+2	NC
1993-94	4	41	42
1994-95	5	47	43
Change		+6	+1
1993-94	5	34	29
1994-95	6	43	28
Change		+9	-1

Major Obstacles or Concerns:

- The school is negotiating to receive additional revenue generated by its increased Average Daily Attendance.
- *"The future of charter schools is in the hands of legislators and we feel that strong lobbying efforts may derail a program though in its infancy and is showing progress."*

Contacts:

- **Principal:** **Allan Lehman (619) 288-1777**
- **Assemblymember** **Brett Granlund**
- **Senator** **Bill Leonard**

SONOMA VALLEY CHARTER SCHOOL

SONOMA VALLEY UNIFIED SCHOOL DISTRICT
CHARTER 9, SONOMA COUNTY

Overview of the School

The Sonoma Valley Charter School was started "from scratch" and is in its second year of operations serving students enrolled in grades K-8. The school's educational focus is on academic excellence through the use of developmentally-appropriate instructional practices, multi-age groupings, an active learning environment, and the use of technology as an integral learning tool. The curriculum features a strong visual and performing arts focus and Spanish is taught as a second language for all students.

Sonoma Valley Charter School occupies a site owned by the sponsor district and is leased for $1 per year. The facility has been upgraded through the use of district bond funds and through substantial funding contributed by the charter school developers and parents. The school is governed by a Board composed of 2 parents, 1 teacher, 1 community member and the Director. The school's finances and operations are managed independent of the sponsor district.

Student Demographics

1994-95 Student Racial, Ethnic, & Enrollment Data						
	American Indian	*Asian & Pacific Islander*	*Hispanic*	*African-American*	*White*	*Total*
School Number	1	8	29	1	182	221
School Percent	0	4	13	0	83	100
District Percent	0	2	18	1	79	100

- Percent of students qualifying for free/reduced price lunch: 3-5 percent
- Special needs services provided: The sponsor district and charter school have a cooperative agreement to provide special education services using a collaboration and inclusion model.

Student Assessment Methods:

- SAT (Stanford Achievement Test) reading comprehension and mathematics for all grades except K-1
- IAS (Integrated Assessment System) used in lieu of discontinued CLAS assessments in grades 1-8
- Annual student surveys and focus group discussions
- University of California--Berkeley Charter network group assessment research project
- Portfolios of student work including writing rubrics for each grade level
- Exit projects as an 8th grade graduation requirement

Major Successes and Distinguishing Features:

- 190-day year-round trimester-based schedule provides increased instructional time and reduces loss of student gains during long vacation periods
- High level of parent involvement and support
- Increasingly technology-rich environment. Parents installed a Local Area Network and established Internet access using some bond funds and by collaborating with the County Office of Education and Pacific Bell. All teachers to be linked to electronic mail and will have laptop computers. Classrooms are equipped with up to 9 CD ROM capable computers. Use of Newtons and Learner Profile allows increased teacher productivity.
- A U.C. Berkeley research team is developing and piloting a school assessment model
- Establishing library collection through a $10,000 donation. Student Library Club will manage and shelve library books.
- Established a new phonetic-based reading program in grades K-2 and a reading program in grades 6-8 requiring 5 hours of reading per week
- "Scrip" fundraising efforts raise $4,000 per month
- Established successful student government
- Available representative standardized test scores:

Stanford Achievement Test (percent of students scoring at or above 50th percentile, 1994-95)		
	Reading Comprehension	Math Application
Grade 1*	20	52
Grade 2	56	68
Grade 3	52	52
Grade 4	37	52
Grade 5	72	62
Grade 6	78	74
Grade 7	83	62
Grade 8	60	73

* Grade 1 students were unfamiliar with test format and scores may have been heavily influenced by lack of familiarity.

Major Obstacles or Concerns:

- Time for teachers and administrators to get the job done without 'burning out' and without compromising student instructional time.
- Ongoing negotiation over terms of site lease and site improvement inspection issues.

Contacts:

- **Principal/Director:** **Jane McDonough (707) 935-4232**
- **Assemblymember:** **Valerie Brown**
- **Senator:** **Mike Thompson**

THE OPEN CHARTER SCHOOL

LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER 12, LOS ANGELES COUNTY

Overview of the School

The Open School: Center for Individualization was an existing magnet elementary school within the Los Angeles Unified School District, and converted to a charter school beginning July 1, 1993. The Open School emphasizes experiential learning in the context of developmental growth stages. The school uses a cluster approach where children are placed in clusters of non-graded multi-aged groups. Team teaching is used with a thematic focus through experiential activities in learning centers. The school also offers significant integration of technology into the educational process.

The Open School is governed by a Governing Council composed of twelve parent representatives, six faculty members, and the magnet coordinator. The principal and a representative of the supporting Friends of the Open School serve as ex-officio members. The Open School continues a close operating relationship with the sponsor Los Angeles Unified School District and is establishing more independent fiscal, governance, and personnel practices.

Student Demographics

1994-95 Student Racial, Ethnic, & Enrollment Data						
	American Indian	*Asian & Pacific Islander*	*Hispanic*	*African-American*	*White*	*Total*
School Number	16	66	71	76	153	382
School Percent	4	17	19	20	40	100
District Percent	0	7	67	14	12	100

- Percent of students qualifying for free/reduced price lunch: 25 percent
- Special needs services provided: The school offers a variety of services to special need students including a Resource Specialist Program, speech therapy, and a full inclusion model effort serving physically handicapped and severely emotionally disturbed students.

Student Assessment Methods:

- Standardized tests (CTBS)
- On-demand assessments
- Curriculum-based portfolios used in assessment conferences held with parents, student, and teacher twice each year

Major Successes and Distinguishing Features:

- Implemented interdisciplinary thematic instruction organized around the school-wide theme of "Survival: Humans and their Interactions with the Environment"

- Organized classrooms in non-graded clusters, including Kindergarten
- Reviewed student assessment practices and began development of a student portfolio component
- Presented continuing staff development on authentic assessment of student achievement, exemplary practices in mathematics instruction, and thematic teaching
- Implemented a collaborative school governance and committee structure with full participation from teachers, staff, and parents representing all geographic areas of the school's student population
- Established a collaborative process for selecting a new principal and used this process to hire a new principal and magnet coordinator
- Established a budget committee, developed an independent budget, computerized the accounting system, and began first steps toward fiscal autonomy
- Established a new parent networking "buddy system" aimed at increasing involvement of non-English speaking parents in the school community and their children's education
- Joined a consortium of schools sharing instructional and technology expertise
- Technology-rich environment with over 200 computers along with printers, scanners, modems, CD ROMs, laser discs, and video production equipment
- Available representative standardized test scores:

Comprehensive Test of Basic Skills (median percentile scores, 1994-95)			
Grade	Reading	Language	Mathematics
1	60	82	72
2	78	71	83
3	57	52	74
4	69	74	78
5	70	61	76

Major Obstacles or Concerns:

- none reported

Contacts:

- **Principal:** Dr. Grace Arnold (213) 937-6249
- **Assemblymember:** Kevin Murray, Marguerite Archie-Hudson
- **Senator:** Diane Watson

OPTIONS FOR YOUTH CHARTER SCHOOL
VICTOR VALLEY UNION HIGH SCHOOL DISTRICT
CHARTER 13, SAN BERNARDINO COUNTY

Overview of the School

The Options for Youth Charter school is a "dropout recovery" program targeting students who have dropped out or have been expelled from traditional high schools. The school offers individually-based instruction to students who follow a specific course structure aligned with the high school graduation credit requirements of the student's district of residence. Certificated teaching staff work one-on-one with students who perform much of their work at home. Up to 240 days of instruction per year is available.

The operations of the charter school are performed by Options for Youth Inc., a non-profit corporation providing drop-out recovery and services for at-risk students under contract to districts throughout San Bernardino County's high desert area. Many of the school's students are reintegrated into districts' comprehensive and alternative schools after attending the charter school. Others pursue a GED or a high school diploma. The school is overseen by the board of directors of Options for Youth Inc., which is made up of teachers, parents, community, and business leaders.

Student Demographics

1994-95 Student Racial, Ethnic, & Enrollment Data						
	American Indian	*Asian & Pacific Islander*	*Hispanic*	*African-American*	*White*	*Total*
School Number	0	2	53	15	115	185
School Percent	0	1	29	8	62	100
District Percent	1	5	36	13	45	100

- Percent of students qualifying for free/reduced price lunch: N/A
- Special needs services provided: N/A

Student Assessment Methods:
Options for Youth contracts with Dr. James Catterall, Professor and Assistant Dean, UCLA Graduate School of Education, to perform an annual evaluation of the school. This evaluation includes:

- Basic academic skills tests using a custom-developed standardized testing instrument
- Student writing samples scored using rubrics for mechanics, quality of expression, and coherence
- Student and teacher surveys and surveys of the status of students who leave the program

Major Successes and Distinguishing Features:

- Percent of students who graduated or returned to their previous school increased from 29 to 44 percent from 1993-94 to 1994-95
- Student performance on standardized pre- and post-tests show modest increases in reading and writing skills and significant increases in writing mechanics
- Student writing expression samples showed significant increases over six months of Options For Youth attendance
- Student surveys show significant increases in motivation, self-concept, and value of education
- Student surveys also report a high level of satisfaction with the school
- Added new service sites to facilitate participation and increase enrollment to 500
- Will be one of the first "from scratch" charter schools to undergo the WASC accreditation process

Major Obstacles or Concerns:

- Heavy turnover in the sponsor district's administrative leadership (2 superintendents, 3 associate superintendents) and board (3 new members). Each new staff or board member tends to have a different understanding of charter schools and a mix of fears to overcome regarding the charter-district partnership.
- Lack of clarity regarding liability and fiscal oversight matters.

Contacts:

- **Principal/Director:** **John Hall (818) 542-3555**
- **Assemblymember:** **James Rogan, Bill Hoge**
- **Senator:** **Newton Russell**

JINGLETOWN CHARTER MIDDLE SCHOOL

OAKLAND UNIFIED SCHOOL DISTRICT
CHARTER 14, ALAMEDA COUNTY

Overview of the School

Jingletown Charter Middle School was established as one of California's first "from scratch" charter schools. It serves grades 7-9 in Oakland's predominantly-Latino "Jingletown" neighborhood. The charter school was established by parents, community members, and staff at the nearby Lazear Elementary School, to meet the developmental and academic needs of language-minority early adolescents who are making the transition from a language other than English to English. Jingletown uses a rigorous, student-centered instructional strategy featuring 2-hour time blocks to focus on integrating social studies with language and math with science. Students gain competence in English, while retaining and continuing the development of Spanish as a primary or secondary language.

The school is formally constituted as a (non-profit) California Public Benefit Corporation and is governed by a board of directors consisting of parents, community members, business leaders, a staff member, and the Director. Jingletown Charter School is located in leased portable structures on leased land owned by the Port of Oakland.

Student Demographics

1994-95 Student Racial, Ethnic, & Enrollment Data						
	American Indian	*Asian & Pacific Islander*	*Hispanic*	*African-American*	*White*	*Total*
School Number	8	1	107	2	1	119
School Percent	7	1	89	2	1	100
District Percent	1	20	19	53	7	100

- Percent of students qualifying for free/reduced price lunch: 80+ percent
- Special needs services provided: The school is staffed by an 80 percent time counselor. A school consultation team draws together teachers, the counselor, the director, and parents to address the needs of students.

Student Assessment Methods:

- Standardized testing (CFAS)
- Curriculum-embedded tests
- Portfolios of student work

Major Successes and Distinguishing Features:

- One of California's first, and most independent charter schools formally constituted as an independent California Public Benefit Corporation
- Small class size and small school environment provide a highly desirable alternative
- Strong community support including executives from small businesses, major corporations, and the Port of Oakland
- Ethnically-diverse, bilingual staff including a retired University of California Los Angeles professor providing science instruction and a teacher from the "Teach for America" program
- Expanded to serve 9th grade students and increased enrollment to 180 students in 1995-96
- Moved to new, larger site with longer (3-year) lease
- Increasingly cooperative relationship with the sponsor Oakland Unified School District
- Available representative standardized test scores: not available

Major Obstacles or Concerns:

- The high cost of leasing and installing portable classrooms consumes a large share of the school's operational budget and threatens the school's fiscal solvency. Finding more economical facilities will be essential to the school's survival.
- As California's first highly-independent charter school, staff and board members have had to cut through a thicket of time consuming legal, organizational, and operational issues and concerns in addition to "normal" start-up challenges. There was a complete lack of established processes and precedent and no examples for the school's developers to follow.
- Many of the school's students come from deeply-troubled backgrounds and have a variety of emotional and academic needs that are extremely difficult to meet.

Contacts:

- **Principal/Director:** **Clementina Duron (510) 532-6751**
- **Assemblymember:** **Barbara Lee**
- **Senator:** **Nick Petris**

HORIZON INSTRUCTIONAL SYSTEMS CHARTER SCHOOL
WESTERN PLACER UNIFIED SCHOOL DISTRICT
CHARTER 15, PLACER COUNTY

Overview of the School

The Horizon Instructional Systems charter school originated from scratch in August 1993. This school provides home-based learning programs and supplemental learning projects to students in grades 1-12 who desire an alternative to classroom-based instruction. Instructional goals and the curriculum are individualized and determined by each parent and education specialist. Parents are required to sign a contract with the school detailing the distribution of responsibilities between the parents and the school concerning provision of instruction, selection of curriculum, definition of goals and objectives, evaluation of student work, and arrangements for field trips and cooperative learning projects.

The school is governed by a committee of four parents, three faculty members, one business community member, and a sponsor district representative.

Student Demographics

1994-95 Student Racial, Ethnic, & Enrollment Data						
	American Indian	*Asian & Pacific Islander*	*Hispanic*	*African-American*	*White*	*Total*
School Number	1	7	21	15	735	1016*
School Percent	0	0	2	1	72	77*
District Percent	1	1	17	0	81	100

(* The school did not collect racial and ethnic enrollment figures for all students until after the start of the school year. Therefore, the figures do not sum to the reported totals.)

- Percent of students qualifying for free/reduced price lunch: NA
- Special needs services provided: Special education services are available and provided in cooperation with the sponsor district.

Student Assessment Methods:
- Standardized testing (CTBS administered to students on an optional basis--other tests available at parent request)
- Extensive student and parent manual specifying high school performance tasks, demonstrations, and projects required for demonstration of mastery for graduation
- Monthly reviews of student work
- Portfolios of student work

Major Successes and Distinguishing Features:
- High level of parent involvement
- Parents enjoy freedom to choose curriculum, instructional strategies, and assessment strategies

- Parents may control influences over their children's' values, attitudes, and behavior
- Strong demand by parents and students for enrollment
- Individualized learning plans developed to meet needs of each student
- Freedom from traditional calendar and seat time requirements allows students to learn at times and locations to meet individual student schedules
- Students and parents may choose method to complete graduation requirements--either through traditional Carnegie Units or demonstration of mastery in specified growth areas. Students may graduate at any time they complete their graduation requirements.
- Low facilities and transportation costs allow more funds to be directed to instructional materials and student needs
- Professional opportunities for teachers to govern and administer the school and determine their own schedules and workload
- Safe, non-violent school environment
- Available representative standardized test scores:

Comprehensive Test of Basic Skills (spring 1995 percentile scores)			
Grade	Reading	Language	Mathematics
1	87	84	54
2	34	36	32
3	62	53	50
4	28	27	23
5	65	67	68
6	46	45	34
7	64	54	37
8	70	61	37
9	68	50	43
10	52	46	35

Major Obstacles or Concerns:

- Ongoing legal disputes with the California Department of Education have been a major roadblock and have severely limited students' access to computers, small group instruction and other instructional resources
- Inability to obtain written or specific compliance information from the California Department of Education
- Unfounded rumors regarding misappropriation of public funds and religious instruction
- The program's remarkable growth has proven somewhat difficult to manage along with general "startup" challenges

Contacts:

- **Director:** **Randy Gaschler (916) 645-6399**
- **Assemblymember:** **David Knowles**
- **Senator:** **Tim Leslie**

BEST COPY AVAILABLE

VAUGHN NEXT CENTURY LEARNING CENTER CHARTER SCHOOL

LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER 16, LOS ANGELES COUNTY

Overview of the School

The Vaughn Next Century Learning Center converted to charter status in 1993 and has become one of the nation's most innovative and independent "conversion" charter schools. Vaughn serves a population of 1100 severely disadvantaged elementary school students using a full service system including a child-centered curriculum, small class size, integrated technology, pre-school education, accelerated English transition for its 900 limited-English proficient students, comprehensive on-site physical and mental health services, a parent-operated Family Center, full inclusion of special education students, and an extended, 200-day school year.

The school is governed by several working committees that set policy and oversee all site-based operations. With a staff of 152 and a budget of $4.6 million, it pushes the limits of the Charter Schools Act, including personnel flexibility without collective bargaining, private contracting, and the construction of a new classroom pavilion to relieve overcrowding. Vaughn was awarded the prestigious California Distinguished School award in 1995, serves as a model site for the RJR Nabisco Next Century Schools, is a Danforth Foundation Successful School, and participates in California's School Restructuring and Healthy Start programs.

Student Demographics

1994-95 Student Racial, Ethnic, & Enrollment Data						
	American Indian	*Asian & Pacific Islander*	*Hispanic*	*African-American*	*White*	*Total*
School Number	0	2	998	47	6	1053
School Percent	0	0	95	4	1	100
District Percent	0	7	67	14	12	100

- Percent of students qualifying for free/reduced price lunch: 99 percent
- Special needs services provided: A broad range of support services for special education students using a full inclusion model. On-site human services including immunization, dental/vision screening, counseling, and social service and basic needs referrals.

Student Assessment Methods:

- Standardized achievement tests (CTBS/U and Aprenda)
- Examination of student work using protocols developed as part of California state School Restructuring grant program
- Student profiles based on grade level concepts and skills
- Student progress based on grade level rubrics
- Student English transition profile

- Kindergarten checklist

Major Successes and Distinguishing Features:

- Assuming control of budget and finance enabled school to generate enormous savings and economies leading to $1 million plus reserves
- Class size reduced from 33 to 27
- Extended school year from 167 to 200 days
- Bought dilapidated adjacent properties and constructed 16 new, computer-equipped and architect-designed classrooms to relieve overcrowding
- Paid staff salaries in excess of union-negotiated sponsor district levels
- Successful full inclusion of special education students
- Early transition of limited-English proficient students into regular classrooms
- Significant improvements in school lunch and breakfast programs due to independent management of food services
- Independent fiscal management, liability insurance, payroll, and health benefits
- Site visit by First Lady Hillary Rodham Clinton in 1996
- Available representative standardized test scores:

Aprenda*
(comparison of 1993-94 and 1994-95 median percentile scores)

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Reading						
1993-94	17	38	36	44	33	19
1994-95	11	44	39	46	43	40
Change	-6	+6	+3	+2	+10	+21
Mathematics						
1993-94	25	42	40	24	26	10
1994-95	32	47	50	36	33	24
Change	+7	+5	+10	+12	+7	+14
Language						
1993-94	29	42	42	44	28	16
1994-95	59	44	42	46	39	31
Change	+30	+2	nc	+2	+11	+15

* The vast majority of Vaughn's students are limited-English proficient and are administered the Aprenda test rather than the Comprehensive Test of Basic Skills.

Major Obstacles or Concerns:

- Frequent disputes with sponsor district over funding and operational issues
- Lack of clarity in charter legislation regarding legal status complicates organizational and liability matters

Contacts:

- **Principal/Director:** **Dr. Yvonne Chan (818) 896-7461**
- **Assemblymember:** **Richard Katz**
- **Senator:** **Herschel Rosenthal**

BOWLING GREEN ELEMENTARY CHARTER SCHOOL

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
CHARTER 18, SACRAMENTO COUNTY

Overview of the School

The Bowling Green Elementary School converted to charter status in 1993 and serves pre-school through 6th grade students in one of Sacramento's most disadvantaged areas. The school also serves as a regional site specializing in serving orthopedically-handicapped and other special needs children. With the assistance of a California School Restructuring grant and significant work by school staff and leadership, Bowling Green implements integrated- thematic instructional approaches to deliver a curriculum aligned with the California Curriculum Frameworks. The school also incorporates Edward Deming's principals of total quality management and the "Efficacy Approach" where students are encouraged to constantly work at the maximum of their ability.

The school is governed by a Steering Committee made up of representatives of the school site, administrators, and parents. Much of the school's operations and finances continue to be overseen by the sponsor district, but under flexible and modified arrangements.

Student Demographics

1994-95 Student Racial, Ethnic, & Enrollment Data						
	American Indian	*Asian & Pacific Islander*	*Hispanic*	*African-American*	*White*	*Total*
School Number	10	161	155	270	126	725
School Percent	1	22	21	37	18	100
District Percent	1	26	22	21	30	100

- Percent of students qualifying for free/reduced price lunch: 90 percent
- Special needs services provided: A range of special education services including a regional site for Special Day Class students and a full inclusion program for 20 orthopedically-handicapped students.

Student Assessment Methods:

- Portfolios of student work
- Integrated performance tasks
- Standardized testing (CTBS, planning to switch to SALT)

Major Successes and Distinguishing Features:

- Reallocated fiscal resources have enabled a significant reduction in class size from 33 to 25
- Successfully "mainstreamed" orthopedically-handicapped, and other special needs students into "regular" classrooms

- Implemented single-track, year round schedule without 1-year advance notice and other requirements usually specified in the Education Code
- Installed an experimental energy-efficient air cooling system with the support of the Sacramento Municipal Utility District to facilitate year-round schedule in spite of Sacramento's hot summers
- Modified daily schedule to allow for weekly training session to implement "Best Literacy" practices
- Reallocated fiscal resources to hire on-site assessment and reading coaches, improve the appearance of the school site by purchasing new desks, chairs, and rugs for classrooms and made a significant purchase of library books and upgraded library facilities
- Classrooms are equipped with either a Macintosh LC2 or IBM-compatible 486 level computer including a modem and a CD ROM drive
- Ethnically diverse and highly qualified staff--nearly all instructional staff have extensive training in addressing needs of language-minority students
- Available representative standardized test scores:

Comprehensive Test of Basic Skills
(mean normal curve equivalent scores and increases, 1994 to 1995)

Grade	Mean Reading	Mean Reading Increase	Mean Mathematics	Mean Mathematics Increase
2	34	+2	NA	+5
3	33	+5	39	+6
4	34	+4	38	no change
5	42	+8	53	+9
6	40	+5	47	+5

Major Obstacles or Concerns:

- Unclear labor relations laws have severely complicated the school's relationship with the Sacramento City Teachers Association and threaten the school's ability to hire its own staff and maintain a high level of quality and enthusiasm
- Settlement agreement between sponsor Sacramento City Unified School District and Sacramento City Teachers Association prohibits renewal of charter in its current configuration
- District central office staff turnover and infighting in sponsor district board of education seriously complicates relations with the district and charter renewal process

Contacts:

- **Principal/Director:** **Dennis Mah (916) 433-5426**
- **Assemblymember:** **Phil Isenberg/Larry Bowler**
- **Senator:** **Leroy Greene/Pat Johnston**

NATOMAS CHARTER SCHOOL

NATOMAS UNIFIED SCHOOL DISTRICT
CHARTER 19, SACRAMENTO COUNTY

Overview of the School

The Natomas Charter School was created "from scratch" in 1993 and serves grades 7 and 8. The school emphasizes a student-centered approach that channels the natural high energy of young adolescents towards engaging and purposeful tasks with business and social service organizations within their own community as a method to achieve academic success, student engagement, and personal growth. The curriculum is based on the California State Frameworks pursued in regular classrooms as well as through the business/community experiences and involvement. An individualized educational plan is developed and agreed to by the student, parent(s) and staff and linked to detailed assessments of student progress throughout the year.

The school is governed by the Director, the faculty, and an Advisory Council which includes parents, a student, teachers, a business leader from the community, and a board member from the sponsor district.

Student Demographics

1994-95 Student Racial, Ethnic, & Enrollment Data						
	American Indian	*Asian & Pacific Islander*	*Hispanic*	*African-American*	*White*	*Total*
School Number	4	7	13	11	45	80
School Percent	5	9	16	14	56	100
District Percent	1	10	23	29	37	100

- Percent of students qualifying for free/reduced price lunch: 11 percent
- Special needs services provided: not specified

Student Assessment Methods:

- Standardized testing (CTBS)
- Portfolios of student work, including an 8th grade portfolio project
- Student self-evaluations and Individual Learning Plans
- The school also surveys 9th grade students who have graduated from the charter school to assess how well students were prepared by the charter school for high school and to assess student satisfaction with the school and its programs and services.

Major Successes and Distinguishing Features:

- Class size average of 21 is achieved through teacher schedule flexibility and dedication of staff

- Charter status allows the school to use the community as a classroom. 8th grade students participate in "job shadowing" programs on a regular basis and 7th graders attend field trips to community parks and agencies
- Flexibility and control over curriculum and assessment methods has allowed the school to create and successfully implement individualized education packets and other changes
- The school's waiting list grows and the school has already received applications for the 1997-98 school year. Actual student attendance averages 95 percent
- A 13-part rating system is used to assess the performance of the school's administrative staff. Results are reported to the school, community, and sponsor district
- Available representative standardized test scores:

Comprehensive Test of Basic Skills (1994-95 national percentage of normal curve equivalent)				
	Total Reading	Total Language	Total Math	Total Battery
Grade 7	55	50	46	51
Grade 8	74	59	46	61

Major Obstacles or Concerns:

- The school's financial resources are extremely limited due to the small size of the school and the high cost of district support services and district indirect charges.
- Lack of startup and facilities funding severely limits flexibility and independence in site and location.

Contacts:

- **Directors:** **Charlie Leo and Ting Sun (916) 641-5454**
- **Assemblymember:** **Phil Isenberg**
- **Senator:** **Leroy Greene**

SANTA BARBARA CHARTER SCHOOL

SANTA BARBARA ELEMENTARY SCHOOL DISTRICT
CHARTER 20, SANTA BARBARA COUNTY

Overview of the School

The Santa Barbara charter school was created "from scratch" in 1993 and serves grades K-5. The school is a parent/staff cooperative program. A child-centered instructional approach and curriculum addresses the cognitive, physical, social, and emotional development of children in an environment designed to meet individual and group needs. Cooperative learning is encouraged with emphasis on effective decision-making, problem-solving, and communication skills development. The school aims to help students become academically competent, solve problems, think critically and creatively, and become responsible community members. A contract involving the school, the parent(s) and the student outlines mutual obligations and commitments.

Student Demographics

1994-95 Student Racial, Ethnic, & Enrollment Data						
	American Indian	*Asian & Pacific Islander*	*Hispanic*	*African-American*	*White*	*Total*
School Number	6	3	13	0	84	106
School Percent	6	3	12	0	79	100
District Percent	1	2	64	3	30	100

- Percent of students qualifying for free/reduced price lunch: unknown
- Special needs services provided: Special education Resource Specialist and speech therapy services are provided.

Student Assessment Methods:

- Student portfolios
- Performance tasks

Major Successes and Distinguishing Features:

- A Home Based Partnership program provides an opportunity for students to use both home- and classroom-based instruction
- A new fiber arts program is under development to extend throughout all grades
- Spanish is taught as a second language to all students
- Goleta Valley Junior High School students work in the school's classrooms and office
- Several grants have been received to develop and implement innovative curriculum
- Community service projects are an integral part of the core curriculum

- The school's flexible operations allow for frequent field trips
- Available representative standardized test scores: none available

Major Obstacles or Concerns:

- Inadequate facilities for instructional and office space needs
- Defining the roles of parents and professionals in a cooperative setting has proven challenging
- Developing numerous policies and procedures "from scratch" to meet the school's unique setting is demanding
- Lack of start-up funds
- A lack of clarity and "built-in" conflicts regarding state and district fiscal matters

Contacts:

- **Lead teachers:** **Wendy Kantner and Bev Abrams (805) 967-6522**
- **Assemblymember:** **Brooks Firestone**
- **Senator:** **Jack O'Connell**

PEABODY CHARTER SCHOOL

SANTA BARBARA ELEMENTARY SCHOOL DISTRICT
CHARTER 21, SANTA BARBARA COUNTY

Overview of the School

Peabody Elementary converted to charter status in 1993 and provides an alternative educational opportunity for children in grades Kindergarten through Grade 6. The curriculum is organized around thematic units and dual fluency in both English and Spanish is a goal for all students. Peabody also features an extended instructional day, an emphasis on visual and performing arts, and a community service component.

The school's 11-member Governance Council consists of 3 parents, 4 faculty members, 1 support staff member, a business community member, and an appointee of the sponsor district board. Parents sign a mutual support pledge and provide extensive support for the school.

Student Demographics

1994-95 Student Racial, Ethnic, & Enrollment Data						
	American Indian	*Asian & Pacific Islander*	*Hispanic*	*African-American*	*White*	*Total*
School Number	2	14	317	20	278	631
School Percent	0	2	51	3	44	100
District Percent	1	2	64	3	30	100

- Percent of students qualifying for free/reduced price lunch: N/A
- Special needs services provided: Special education Resource Specialist and Special Day Class, speech therapy, counseling, and adaptive physical education

Student Assessment Methods:

- Portfolios of student work including projects, on-demand assessments, and exemplary work samples reviewed in parent/student/teacher conferences
- Standardized tests (CTBS and SABE)
- Performance-based assessments

Major Successes and Distinguishing Features:

- Extended length of instructional day by 45 minutes
- Established K-2 home-to-school liaison program to assist parents of low-achieving students
- Rearranged schedule to provide for more staff development and team planning time.

- Providing increased performing and visual arts opportunities through new curriculum and support of specialists and community organizations
- Second language instruction provided for all students to develop skills for participating in a multicultural society. New "Communities" and "Neighborhoods" programs enhance cross-cultural respect and understanding
- Hired parent coordinator to organize volunteers and coordinate evening education classes
- Formed support foundation to raise funds. Recently received $1.2 million grant to develop and implement a student mentorship program, establish an after school homework center, and summer school with design support from the University of California Santa Barbara
- Built new art studio valued at $150,000 with only $30,000 and extensive donated architectural services, labor, and materials
- Partial site-based budgeting led to $13,000 savings in operating expenses.
- Reopened the school's kitchen to provide "home-cooked" food including freshly-baked bread and organic fruits and vegetables. Doubled the number of student served, quadrupled the number of adults served, and make $2,000/month profit for the school.
- Expanded computer lab hours and added 44 new and used computers
- Available representative standardized test scores:

California Learning Assessment System
(percent of students scoring "3" or higher, charter school versus district & state, 1994-95)

	Peabody Charter	District	State
Writing	95	81	77
Reading	80	79	73
Math	79	66	60

Major Obstacles or Concerns:

- None reported

Contacts:

- **Principal:** **Pat Morales (805) 563-1172**
- **Assemblymember:** **Brooks Firestone**
- **Senator:** **Jack O'Connell**

GRASS VALLEY CHARTER SCHOOL

GRASS VALLEY ELEMENTARY SCHOOL DISTRICT
CHARTER 22, NEVADA COUNTY

Overview of the School

The Grass Valley Charter School was created "from scratch" in 1993 and serves students in grades K-8 who have chosen to be part of an alternative education program for a variety of reasons. The purpose of the school is to improve student learning through the use of innovative teaching methods and learning environments, increased parental involvement, and a positive relationship between parents, students, and teachers. The school offers a variety of educational options which may include alternative schedules, community service, work experience, and home-based education. Each student's program is included in a contract agreement between the student, parent, and school.

The school is governed by a Charter Council, consisting of two charter school coordinators, one Core Academic program teacher, one member of the sponsor district Board of Trustees, and the designee of the sponsor district superintendent.

Student Demographics

1994-95 Student Racial, Ethnic, & Enrollment Data						
	American Indian	*Asian & Pacific Islander*	*Hispanic*	*African-American*	*White*	*Total*
School Number	3	3	1	0	137	144
School Percent	2	2	1	0	95	100
District Percent	2	2	4	0	92	100

- Percent of students qualifying for free/reduced price lunch: unknown
- Special needs services provided: Special education speech therapy and adapted physical education.

Student Assessment Methods:

- Portfolios of student work
- Presentations of student work
- Teacher-student-parent conferences
- Journal summaries
- A standardized testing program will commence in Spring, 1996

Major Successes and Distinguishing Features:

- Educational options are created to reflect student and community needs
- The school has remained competitive in a small county with seven other charter schools

- Listening to parent concerns is a central distinguishing feature

- Available representative standardized test scores: None available at this time, standardized testing will commence in Spring of 1996

Major Obstacles or Concerns:

- Lack of facilities, limited sponsor district space, and lack of available commercial space limits the ability of the school to offer collegial support or provide for program growth

Contacts:

- **Coordinator:** **Susan Byerrum (916) 273-8723**
- **Assemblymember:** **David Knowles**
- **Senator:** **Tim Leslie**

READY SPRINGS CHARTER SCHOOL

READY SPRINGS UNION ELEMENTARY SCHOOL DISTRICT
CHARTER 24, NEVADA COUNTY

Overview of the School

The Ready Springs Charter School converted to charter status in 1993 and serves students in grades Kindergarten through 8. The charter school supports both site-based and "homeschooled" students. It features one-to-one teaching, enrichment classes in computers, arts, and physical education, and an option for a 3 day per week site-based program. Using an integrated curriculum, the school provides opportunities for parental education and places special emphasis on serving children who have not experienced success in the regular classroom setting. Based on the student's academic needs, learning style, and personal interests, parents and their children create their educational philosophy and individual goals with the advice and assistance from the charter teachers. The school's students are able to participate in all district-sponsored activities and programs including special education, gifted and talented, and athletic programs.

Ready Springs Charter School is governed by the board of trustees and superintendent of the Ready Springs Union School District. The sponsor district also manages the charter's finances. A Charter Council and its budget committee provide input to the district board.

Student Demographics

1994-95 Student Racial, Ethnic, & Enrollment Data						
	American Indian	*Asian & Pacific Islander*	*Hispanic*	*African-American*	*White*	*Total*
School Number	0	0	1	0	48	49
School Percent	0	0	2	0	98	100
District Percent	2	1	2	0	95	100

- Percent of students qualifying for free/reduced price lunch: 10 percent.
- Special needs services provided: Special education services are provided in cooperation with the sponsor district

Student Assessment Methods:

- Portfolios of student work
- Demonstration tasks and projects and oral and written reports
- Standardized tests (CAT-5 and other published tests for specific diagnostic needs)

Major Successes and Distinguishing Features:

- The school provides a mix of site-based and homeschooling support services including site-based classes, one-on-one instructional support, enrichment classes, and other services
- A proposal to extend the charter to provide a computer-based distance learning curriculum via the Internet and/or modems is currently under development
- A performing fine arts program called "FAN (fine arts network) Club" provides a weekly, half-day of group instruction and activity for students
- Charter School Activity Afternoon program provides classes in physical education , computers, arts, and academic enrichment
- Homeschooled students may participate in district activities and programs including field trips, athletics, and science fairs
- Available representative standardized test scores: NA

Major Obstacles or Concerns:

- Inadequate facilities
- Administrators and staff at "traditional" schools resent charter schools
- Lack of clarity regarding responsibility for special education services for out-of-district students who attend the charter school

Contacts:

- **Director:** **Tessa McGarr (916) 432-5312**
- **Assemblymember:** **David Knowles**
- **Senator:** **Tim Leslie**

CHARTER SCHOOL NUMBER 25

SAN LORENZO VALLEY UNIFIED SCHOOL DISTRICT
CHARTER 25, SANTA CRUZ COUNTY

Overview of the School

Charter School 25 was created through the conversion of two programs in 1993: the sponsor district's home-based independent study program and a grade 9-12 continuation program. The school currently serves 100 students in grades K-12 via a home-based independent study program and has a parallel junior/senior high school program serving 70 students ages 12-19 in a direct instruction, classroom setting. The two programs share a variety of educational features and the school plans to evolve into a K-12 school whose goal is to serve all students pursuing a variety of educational endeavors.

The school's Governing Board consists of the school's core teachers, an administrator, and an administrative assistant. An Advisory Council of students, parents, and staff provides advice to the Board. The school exercises a high degree of control over staffing, budget, and instructional issues. Charter 25 is organized as a legal arm of the sponsor district, from which it purchases a variety of support services.

Student Demographics

1994-95 Student Racial, Ethnic, & Enrollment Data						
	American Indian	*Asian & Pacific Islander*	*Hispanic*	*African-American*	*White*	*Total*
School Number	0	0	1	0	155	156
School Percent	0	0	1	0	99	100
District Percent	1	3	5	1	90	100

- Percent of students qualifying for free/reduced price lunch: 5 percent
- Special needs services provided: Special education resource specialist program, vocational specialists, linkages with county health services and mental health services

Student Assessment Methods:

- Portfolios of student work
- Standardized tests (MLAT)
- Demonstration projects combined with student self-evaluations
- Instructional conversations between teacher and student

Major Successes and Distinguishing Features:

- Establishment of the charter school was a major catalyst in creating district level dialogue regarding educational reform and other alternative educational programs within schools
- Positive working relationship with the sponsor district
- Flexible scheduling and calendar allow for more staff planning days
- Resource library for home-based instruction featuring curriculum materials, instructional materials, manipulatives, home instruction literature, computers, audio and video tapes, and other materials
- Socialization and development of social skills is enhanced through special classes (poetry, science, CPR, music, drama, and horse care), field trips, special activities, and a monthly newsletter
- Classroom-based students must participate in 6 hours per week of structured outside activity such as community service, special studies, or work experience
- Available representative standardized test scores: First year of standardized testing, scores not yet available

Major Obstacles or Concerns:

- None reported

Contacts:

- **Administrator:** **Eric Schoffstall (408) 336-5167**
- **Assemblymember:** **Bruce McPherson**
- **Senator:** **Henry Mello**

THE CHARTER SCHOOL OF SAN DIEGO

SAN DIEGO CITY UNIFIED SCHOOL DISTRICT
CHARTER 28, SAN DIEGO COUNTY

Overview of the School

The Charter School of San Diego was converted to charter status in 1993 and serves students in grades 6-12. This independent study program offers individual academic plans which include personalized schedules and year-round instructional calendars. School staff use a variety of instructional delivery modes including small group instruction, seminars, workshops, and tutorials. Students may earn a standard San Diego City School District high school diploma, prepare for the GED, or take the California High School Proficiency Examinations to graduate.

The school is located in sixteen locations across the San Diego area. The sixteen sites include storefront space in premiere shopping malls, a college setting, Head Start Centers, Boys' and Girls' Clubs, community based organizations, and leased properties with capacity to serve up to 860 students. Auxiliary services include pre-employment training, Regional Occupation Programs in sales and merchandising, work experience, health and counseling services, case management, social service facilitation, recreation, job placement, computer education, and linkages to services offered by Program Partners including businesses and community-based organizations. The school is sponsored by the Greater San Diego Chamber of Commerce and is in partnership with labor's Community Service Agencies.

Student Demographics

1994-95 Student Racial, Ethnic, & Enrollment Data						
	American Indian	*Asian & Pacific Islander*	*Hispanic*	*African-American*	*White*	*Total*
School Number	8	46	181	95	154	485
School Percent	2	10	37	20	32	100
District Percent	1	19	32	17	31	100

- Percent of students qualifying for free/reduced price lunch: 63.5 percent
- Special needs services provided: not specified

Student Assessment Methods:

- Standardized tests (CTBS and ASAT)
- ACT career survey aptitude and interest tests
- SAMS (School Attitude and Motivation Survey)
- Writing assignment
- Title I assessment based on rubric design

Major Successes and Distinguishing Features:

- Each student has a personalized, year-round instructional program incorporating personal education plans, parent contacts, and support services
- 1994-95 ASAT scores demonstrate percentile score increases of 7.78 percent in reading and 8.8 percent in math over 1993-94
- Redirective programs have provided strong support to reduce dropout rates and the school's dropout rate is significantly lower than the sponsor district
- A citywide network of partnerships and alliances provides a strong support network, facilities, and direct student services
- Integrated business and education management principles link fiscal management, marketing, human resources policies, and accountability for student performance
- Nontraditional instructional setting provides community school atmosphere, safe and friendly learning environments, and minimizes management and order issues
- Available representative standardized test scores:

Abbreviated Stanford Achievement Test--Grade Level Trends (percent of students scoring at or above 50th percentile)				
Grade 8	Reading	Change	Math	Change
1993-94	24.0		16.0	
1994-95	29.5	+5.5	20.7	+4.7
Grade 10				
1993-94	23.7		13.3	
1994-95	33.3	+9.6	25.7	+12.4
Grade 12				
1993-94	28.6		19.0	
1994-95	39.5	+10.9	47.4	+28.4

Major Obstacles or Concerns:

- State education finance system does not mesh well with nontraditional instructional calendars and enrollment practices
- Students referred to the Charter School are often significantly credit deficient and seriously in need of basic skills education
- Sponsor district middle management staff is often uninformed or resistant to allowing charter school to take full advantage of its operational flexibility

Contacts:

- **Principal/Director:** **Mary Searcy-Gomez Bixby (619) 686-6666**
- **Assemblymembers:** **Dierdre "Dede" Alpert, Susan Davis**
- **Senator:** **Lucy Killea**

Overview of the School

The Bear Valley Charter School converted to charter status in 1993 and currently serves 27 students in grades 7 and 8. The school's students choose subject matter for the curriculum and teachers align the students' choices with the California Frameworks. The charter school operates on the site of the sponsor district's middle school and shares schedule, transportation, and discipline policies and practices with the middle school.

Bear Valley Charter School is governed by a board consisting of seven parents, a teacher, and an administrator. All parents sign a Mutual Support Agreement listing the family's responsibilities in running the school. Working as a community of parents, students, and teachers is a major focus of the school.

Student Demographics

1994-95 Student Racial, Ethnic, & Enrollment Data						
	American Indian	*Asian & Pacific Islander*	*Hispanic*	*African-American*	*White*	*Total*
School Number	0	0	0	0	31	31
School Percent	0	0	0	0	100	100
District Percent	1	1	9	1	88	100

- Percent of students qualifying for free/reduced price lunch: 24 percent
- Special needs services provided: Special education Resource Specialist and speech therapy, GATE (gifted and talented) program, counseling services, English language acquisition program

Student Assessment Methods:

- Standardized, norm-referenced tests in cooperation with sponsor district
- Portfolios of student work
- Student performance demonstrations
- Eighth grade proficiency exam

Major Successes and Distinguishing Features:

- All eighth grade students passed their eighth grade proficiency exam, including two students who needed to double their scores to pass.
- Extensive, direct parent involvement in the instructional programs including classes, lectures, and workshops. Topics and activities included a former Prisoner of War leading a discussion on the Vietnam War, cooking a gourmet breakfast, a

wilderness survival camp-out, and a student-parent project to make quilts for distribution to infants with AIDS
- At least one parent assisted in the classroom every school day
- Partnership with local sporting goods store provided a 12-week work experience program for students
- Students and parents established and operated a paper recycling program
- Published a quarterly newspaper including paid advertising from local businesses
- Established a Friday Enrichment program
- Parent and community fundraising efforts enabled purchases and acquisition of calculators, computers, and a modest library
- Available representative standardized test scores: not available

Major Obstacles or Concerns:
- Location on an existing middle school site forces the charter school to follow the middle school's schedule, discipline policies, and other regulations thereby limiting the charter school's flexibility. The middle school lacks a program focusing on the needs of troubled students and some middle school teachers view the charter school as a place to "dump" such students.

Contacts:

- **Administrator:** **Martha Vernier (909) 866-4636**
- **Assemblymember:** **NA**
- **Senator:** **NA**

FENTON AVENUE CHARTER SCHOOL

LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER 30, LOS ANGELES COUNTY

Overview of the School

Fenton Avenue School converted to charter status in early 1994 and serves grades Pre-K through 6 using a year-round schedule. The school's curriculum emphasizes the delivery of enriched academic skills and concepts and the promotion of pro-social values and is fully aligned with the California Frameworks in all areas. Other features include a Family Center, after school enrichment classes, and an extensive child nutrition program serving all students for both breakfast and lunch.

Fenton is one of California's most independent "conversion" charter schools. The school has assumed control over nearly all fiscal, personnel, and operational matters and is governed by a collective group of stakeholders including staff, parents, community members, and administrators. Seven working councils exercise decision making power over operations and policy matters.

Student Demographics

1994-95 Student Racial, Ethnic, & Enrollment Data						
	American Indian	*Asian & Pacific Islander*	*Hispanic*	*African-American*	*White*	*Total*
School Number	1	28	763	184	26	1002
School Percent	0	2	76	18	3	100
District Percent	0	7	67	14	12	100

- Percent of students qualifying for free/reduced price lunch: 91 percent
- Special needs services provided: Special education Resource Specialist and Special Day Classes, full-time counselor and psychologist, guidance counselor, and student study team

Student Assessment Methods:

- Standardized tests (CTBS-U and Aprenda)
- Teacher developed tests in language arts, social studies, science, and mathematics
- Teacher observation to evaluate students' use of critical thinking skills
- Student writing portfolios
- Close monitoring of student attendance and punctuality

Major Successes and Distinguishing Features:

- Reduced class size from 30 to 25. Added 16 full-time-equivalent staff including teachers, counselor, psychologist, special education resource teachers, and security staff
- Assumed control over 97 percent of school's resources allowing nearly $1 million annual increase in on-site expenditures
- Took control over and restructured food services operations to expand offerings and serve all students

- Restored district-wide staff salary cut. Took over health & welfare benefits plans, funded retirement health benefits, and providing long term disability insurance for all full-time staff
- Attracting over 100 students from outside of previous attendance boundaries
- Daily after school enrichment classes, study hall, and academic clinics
- Parent-initiated mandatory student uniform policy
- Staffed family center offering classes, workshops, referrals, and food pantry
- English language and citizenship classes offered 4 times a week to adults
- Installing computer network for entire school. Grants provided additional Power Macintosh and IBM computers and printers
- Awarded Early Mental Health initiative grant
- Nine full days of inservice training for all teaching staff, focusing on beginning reading and phonics techniques
- School-designed monthly progress reports prepared for parents
- Available representative standardized test scores:

Comparison of 1993-94 and 1994-95 Standardized Test Percentile Scores						
Year/Test	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
CTBS Reading						
1993-94	18	33	23	22	22	26
1994-95	12	22	31	24	23	26
CTBS Mathematics						
1993-94	26	26	32	24	35	36
1994-95	31	39	35	41	35	43
CTBS Language						
1993-94	22	28	24	22	25	39
1994-95	26	22	27	32	25	36
Apprenda Reading						
1993-94	21	36	28	36	51	7
1994-95	27	44	41	33	24	26
Apprenda Math						
1993-94	28	17	24	20	32	5
1994-95	36	31	31	30	12	18
Apprenda Language						
1993-94	25	35	36	43	38	3
1994-95	30	35	41	40	19	18

Major Obstacles or Concerns:

- Constant disputes with sponsor district regarding funding and other issues. Strong desire to receive funds directly from the state rather than through sponsor district.

Contacts:

- **Principal/Director:** **Joe Lucente (818) 896-7482**
- **Assemblymember:** **Richard Katz**
- **Senator:** **Herschel Rosenthal**

WESTWOOD ELEMENTARY CHARTER SCHOOL

LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER 31, LOS ANGELES COUNTY

Overview of the School

Westwood Elementary Charter School converted to a charter school in the Fall of 1993. The school is organized on the model of a family with caring and knowledgeable adults guiding children. Westwood's philosophy is to use thematic instruction and experiential learning so that children will become active learners. Parental involvement is strongly encouraged in order to strengthen the partnership between parents and teachers.

The School Based Management Council is the governing body of the school and has been expanded in terms of both membership and in scope and purview. The school is currently closely aligned with the sponsor district which manages most of the school's funds.

Student Demographics

1994-95 Student Racial, Ethnic, & Enrollment Data						
	American Indian	*Asian & Pacific Islander*	*Hispanic*	*African-American*	*White*	*Total*
School Number	2	78	59	87	439	665
School Percent	0	12	9	13	66	100
District Percent	0	7	67	14	12	100

- Percent of students qualifying for free/reduced price lunch: N/A
- Special needs services provided: A broad variety of special education services including classes for severely emotionally disturbed and multiple handicapped students, Resource Specialist Program, speech and language, adaptive physical education, occupational therapy, and full inclusion services

Student Assessment Methods:

- Standardized testing (CTBS)
- Portfolios of student work
- Authentic assessment documented with audio and video recordings, computer data files, and photographs
- Performance assessments

Major Successes and Distinguishing Features:

- Student attendance rate exceeds 95 percent
- National model service-learning program
- Four computers and a printer in every classroom

- Enrollment waiting list ranges from 350 to 450 students
- Many families have returned to Westwood from private schools
- Higher staff morale
- Number of volunteers and volunteer hours increased
- Writing new curriculum
- Developing performance standards for grades 1 and 2
- Developing K-5 scope and sequence for mathematics
- Available representative standardized test scores:

Comprehensive Test of Basic Skills (median percentile scores, 1994-95)			
Grade	Reading	Mathematics	Language
1	59	81	62
2	66	77	64
3	57	63	62
4	63	72	72
5	72	70	77

Major Obstacles or Concerns:

- Sense that sponsor district does not consider the school to be "part of the team."
- Exhaustion and lack of time.
- Too many "no's" because finances are still managed by the sponsor district.

Contacts:

- **Principal:** **Michelle Bennett (310)474-7788**
- **Assemblymember:** **Wally Knox**
- **Senator:** **Tom Hayden**

THE EEL RIVER SCHOOL

ROUND VALLEY UNIFIED SCHOOL DISTRICT
CHARTER 32, MENDOCINO COUNTY

Overview of the School

The Eel River Charter School was created "from scratch" and started operations in 1994 serving a small population of students in grades Kindergarten through 9. The school focuses on the emotional and academic well-being of its students and emphasizes developmentally-appropriate and student directed learning experiences and the performing arts. Eel River's three teachers work with students in mixed-age and small group settings that flex throughout the instructional day. A 10th grade class will be added in the 1996-97 school year.

The school is governed by an 11-member Board consisting of 9 parents/guardians, a teacher, and a community member. The school operates with a high level of autonomy and exercises strong control over financial affairs. Parents or family members are required to provide an average of 2 hours of service to the school each week.

Student Demographics

1994-95 Student Racial, Ethnic, & Enrollment Data						
	American Indian	*Asian & Pacific Islander*	*Hispanic*	*African-American*	*White*	*Total*
School Number	7	0	2	4	19	32
School Percent	22	0	6	13	59	100
District Percent	56	1	1	2	40	100

- Percent of students qualifying for free/reduced price lunch: 66 percent
- Special needs services provided: NA

Student Assessment Methods:

- Integrated performance tasks and portfolios and binders of student work
- Eel River Charter School Minimum Grade Level Standards in reading, writing, mathematics, and other subject areas documented by a detailed student report card

Major Successes and Distinguishing Features:

- Small classes and intensive staff-to-student ratio
- Strong parent support--mandatory parent participation means that parents know they are wanted and respected at the school and leads to a "family-like" environment
- 100 percent turnout at parent/student/teacher conferences
- Hardworking teachers who work closely with the governing board

- Established computer lab with 7 personal computers and software
- Assertiveness training provided to allow students to set boundaries and support cooperation
- Daily attendance rate averages 99 percent
- Kindergarten through 6th grade students study Spanish, grades 7-9 study Latin
- Partnership with the Round Valley Adopt-a-Watershed Project staffed by AmeriCorps
- *"We are doing what we set out to do. Even the bus drivers tell use we have the happiest students and they're so pleased to serve us. Our students 'want' to be here, our teachers are very happy, and I'm in heaven."*
- Available representative standardized test scores: *none available*

Major Obstacles or Concerns:

- Geographic isolation and the lack of local resources
- Limited financial resources

Contacts:

- **Coordinator:** **Pauline Olsen (707) 983-6946**
- **Assemblymember:** **Dan Hauser**
- **Senator:** **Mike Thompson**

CANYON CHARTER SCHOOL

LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER 34, LOS ANGELES COUNTY

Overview of the School

The Canyon Elementary School converted to charter school status beginning with the 1993-94 school year and serves grades K-5. The curriculum is based on the California State Frameworks. Canyon uses an interdisciplinary thematic instructional approach by using the school's coastal community as a special thematic focus.

Under a petition recently approved by the Los Angeles Unified School District, Canyon will become one of several schools joined together in the Palisades LEARN/Charter Complex. The school is governed by a board consisting of parents and staff and requires parents and students to sign a home-school contract containing school policies.

Student Demographics

1994-95 Student Racial, Ethnic, & Enrollment Data						
	American Indian	*Asian & Pacific Islander*	*Hispanic*	*African-American*	*White*	*Total*
School Number	2	14	64	27	153	260
School Percent	1	5	25	10	59	100
District Percent	0	7	67	14	12	100

- Percent of students qualifying for free/reduced price lunch: NA
- Special needs services provided: Special education Resource Specialist, speech therapy, and English as a Second Language support.

Student Assessment Methods:

- Standardized tests (CTBS, Apprenda)
- Portfolios of student work
- Performance tasks

Major Successes and Distinguishing Features:

- Interdisciplinary thematic approach
- Aggressive outreach efforts to attract and retain a racially diverse student body including multilingual advertisements, orientation programs for preschool parents, ethnic festivals, and special transportation and translation services
- Special emphasis on addressing academically low-achieving students including an after school tutoring program (in cooperation with students from the Palisades Charter High School), special parent/teacher conferences and communications, and other gap-narrowing activities

- Increased use of team teaching in language arts and increased use of manipulatives in mathematics instruction
- Added new computers to all classrooms including CD ROM drives
- The number of students transition from limited- to fully-English proficient increased by 10 percent
- Parent education workshops and efforts including a 6-week "Raising Kiddies in Troubled Times" series, and workshops and meetings on homework, sibling rivalry, and listening and communication skills
- Available representative standardized test scores:

Comprehensive Test of Basic Skills (median percentile scores, 1994-95)			
Grade	Reading	Language	Mathematics
1	74	72	87
2	76	64	93
3	59	57	78
4	61	69	87
5	76	80	85

Major Obstacles or Concerns:

- None reported

Contacts:

- **Principal:** **Brenda Weinstock (310) 454-7510**
- **Assemblymember:** **Sheila Kuehl**
- **Senator:** **Tom Hayden**

MARQUEZ CHARTER SCHOOL

LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER 35, LOS ANGELES COUNTY

Overview of the School

Marquez, the largest of the three elementary schools located in Pacific Palisades serving students in grades K-5, converted to charter status in 1993. The school uses experiential, thematic, and cooperative learning and instructional strategies to deliver a curriculum centered on eight content areas.

Under a petition recently approved by the Los Angeles Unified School District, Marquez will become one of several schools joined together in the Palisades LEARN/Charter Complex.

Student Demographics

1994-95 Student Racial, Ethnic, & Enrollment Data						
	American Indian	*Asian & Pacific Islander*	*Hispanic*	*African-American*	*White*	*Total*
School Number	1	35	49	44	334	463
School Percent	0	7	11	10	72	100
District Percent	0	7	67	14	12	100

- Percent of students qualifying for free/reduced price lunch: N/A
- Special needs services provided: Special Education Resource Specialist Program, tutoring program staffed by credentialed teacher focusing on low-performing students

Student Assessment Methods:

- Standardized testing (CTBS, Aprenda)
- Portfolios of student work
- Performance tasks
- Individual Education Plans

Major Successes and Distinguishing Features:

- Established Interview/Selection Committee to make staff selection decisions. *"While we were able to interview teachers and other staff by committee when we were a School Based Management School, the ultimate responsibility was still left to the principal. Our Interview/Selection Committee of teachers, parents, and principal felt more empowered as a charter . . . as a result of this procedure we have a stronger and more highly qualified faculty and staff."*
- *"Empowerment may be psychological in the sense that we might have been able to make some of the same changes as a SBM school, becoming a Charter School has*

made faculty and parents feel that we can and do make decisions based on what is good for the students at Marquez."

- *"Faculty empowerment of staff development scheduled on pupil-free days and supported by our $10,000 Eisenhower Grant has raised the quality of our teaching as evidenced by*
  - *teachers reading and discussing professional literature;*
  - *teachers taking classes and implementing new ideas and strategies (veteran teacher who had not taken classes in many years became very involved in trying out new ideas);*
  - *use of manipulatives, hands-on learning, and cooperative learning groups at all levels; and,*
  - *teachers sharing ideas and exchanging strategies."*
- Available representative standardized test scores:

Comprehensive Test of Basic Skills (median percentile scores, 1994-95)			
Grade	Reading	Language	Mathematics
1	73	82	92
2	87	85	96
3	78	69	82
4	86	88	94
5	73	88	73

Major Obstacles or Concerns:

- None reported

Contacts:

- **Principal:** **Jackie Ota (310) 454-4019**
- **Assemblymember:** **Sheila Kuehl**
- **Senator:** **Tom Hayden**

PALISADES ELEMENTARY CHARTER SCHOOL

LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER 36, LOS ANGELES COUNTY

Overview of the School

Palisades Elementary serves elementary students K-5 and converted to charter status in July, 1993. Students are taught an integrated curriculum focusing on several core content areas aligned with California Frameworks. Instruction is literature based, meaning centered, and draws on students' experiences.

The school is governed by the Palisades Elementary Governing Board comprised of five certificated employees, one administrator, two parent/community representatives and one classified staff representative. Under a petition recently approved by the Los Angeles Unified School District, the school will become one of several sites joined together in the Palisades LEARN/Charter Complex.

Student Demographics

1994-95 Student Racial, Ethnic, & Enrollment Data						
	American Indian	*Asian & Pacific Islander*	*Hispanic*	*African-American*	*White*	*Total*
School Number	1	20	109	23	213	366
School Percent	0	6	30	6	58	100
District Percent	0	7	67	14	12	100

- Percent of students qualifying for free/reduced price lunch: N/A
- Special needs services provided: Special education Resource Specialist Program.

Student Assessment Methods:

- Standardized tests (CTBS, Aprenda)
- Teacher-designed evaluations and observation
- Portfolios
- Checklists
- Publisher-created tests

Major Successes and Distinguishing Features:

- Attracted 15 students from out-of-district and 34 students to return from private/parochial schools
- Cross-age tutor program provided in partnership with Palisades High School.
- Established specific student performance benchmarks in major content areas for all grades, including Kindergarten
- Extended length of the Kindergarten day by two hours to allow sufficient time to implement a comprehensive program

- Expanded efforts to reach parents of racial and ethnic minority students and engage them in school affairs. These efforts included off-site Parent Outreach meetings, bus transportation with infant seats, translation headsets for auditorium presentations, parent hospitality room for parent/teacher conferences, and a pre-school picnic.
- Available representative standardized test scores:

Comprehensive Test of Basic Skills (median percentile scores, 19994-95)			
Grade	Reading	Language	Mathematics
1	73	70	91
2	70	81	93
3	56	60	79
4	87	84	98
5	65	76	75

Major Obstacles or Concerns:

- None reported

Contacts:

- **Principal:** **Terri Arnold (310) 454-3700**
- **Assemblymember:** **Sheila Kuehl**
- **Senator:** **Tom Hayden**

PALISADES CHARTER HIGH SCHOOL

LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER 37, LOS ANGELES COUNTY

Overview of the School

The Pacific Palisades High School began conversion to charter status starting in July 1993. It serves students in grades 9-12 with a comprehensive curriculum with a focus on interdisciplinary thematic instruction. Under a petition recently approved by the Los Angeles Unified School District, the school will become one of several schools joined together in the Palisades LEARN/Charter Complex.

The school is currently in the last year of its planned conversion to Palisades Charter High School. In 1993, 240 ninth and tenth grade students and ten teachers initiated the conversion. In 1994, the charter school expanded to 880 students and added a Mathematics, Science, and Technology Magnet Program. Presently, the Charter School and Magnet Program is serving 1,800 students and is expected to grow to 2,400 next year.

Student Demographics

1994-95 Student Racial, Ethnic, & Enrollment Data						
	American Indian	*Asian & Pacific Islander*	*Hispanic*	*African-American*	*White*	*Total*
School Number	3	179	645	622	534	1983
School Percent	0	9	33	31	27	100
District Percent	0	7	67	14	12	100

- Percent of students qualifying for free/reduced price lunch: 20 percent
- Special needs services provided: Special education Resource Specialist, Designated Instructional Services, and Special Day Classes.

Student Assessment Methods:

- Norm-referenced tests including CTBS
- Golden State Exam
- Portfolios of student work to demonstrate skills, knowledge, and values that students must demonstrate prior to graduation
- Performance exhibitions and community service project

Major Successes and Distinguishing Features:

- Enrollment increased by 800 students, attendance improved by 5 percent
- Implemented new curriculum and instructional strategies including Huminitas interdisciplinary program, integrated mathematics, and integrated science and visual and performing arts

- Added Advanced Placement courses and increased enrollment. Increased number of underrepresented students in Advanced Placement courses
- Community service component implemented for all grades
- Number of students enrolled in courses meeting University of California "A-F" requirements has increased
- Number of parent and community volunteers has improved ten-fold
- Faculty and staff participate in weekly professional development during common planing time
- Successful fundraising and grant applications have generated over $300,000
- Available representative standardized test scores:

Comprehensive Test of Basic Skills (median percentile scores 1994-95)			
	Grade 9	Grade 10	Grade 11
Reading	55	52	49
Language	68	65	60
Mathematics	56	54	49

Major Obstacles or Concerns:

- The school lacks complete autonomy because it is not fiscally independent and depends on the sponsor Los Angeles Unified School District for personnel, operations, plant maintenance, and student transportation services
- The sponsor district teachers' contract requires charter teachers to sacrifice district seniority and summer school assignments if they are hired by an independent charter school

Contacts:

- **Principal:** **Merle Price (310) 454-0611**
- **Assemblymember:** **Sheila Kuehl**
- **Senator:** **Tom Hayden**

INTERNATIONAL STUDIES ACADEMY CHARTER SCHOOL

SAN FRANCISCO UNIFIED SCHOOL DISTRICT
CHARTER 39, SAN FRANCISCO CITY AND COUNTY

Overview of the School

The International Studies Academy (ISA) converted to charter status in 1994 and operates as a magnet school drawing a diverse population from across San Francisco. As its name suggests, the school's curriculum centers around international issues including commerce, trade, and tourism--including an option to pursue the prestigious International Baccalaureate diploma. The school features block scheduling and cooperative arrangements with the San Francisco Community College District. ISA serves a large educationally-disadvantaged and limited-English proficient population, including a special program for the hearing impaired.

ISA is governed by a unique governing board, the Charter Council, consisting of one-third each of students, staff, and community members. The sponsor district continues to manage the school's funds with a portion of its funds managed by the school independent of the district.

Student Demographics

1994-95 Student Racial, Ethnic, & Enrollment Data						
	American Indian	*Asian & Pacific Islander*	*Hispanic*	*African-American*	*White*	*Total*
School Number	7	211	188	69	95	570
School Percent	1	36	33	12	17	100
District Percent	1	48	20	18	13	100

- Percent of students qualifying for free/reduced price lunch: 50 percent
- Special needs services provided: The school offers a broad array of special education services, serves as a district-wide site for hearing-impaired students, and features extensive counseling and support services

Student Assessment Methods:

- Standardized testing (CTBS)
- International Baccalaureate (IB) exam for IB program students
- Subject matter standards under development starting in 1995-96 school year

Major Successes and Distinguishing Features:

- Began developing International Baccauleaurate program this fall with the support of a California State Specialized School Program grant. IB program to commence Fall 1996.

- Reintroduced foreign language instruction for 9th grade students
- Established cross-registration program for students who wish to attend Community College classes
- All students engage in community-based service learning projects
- Custom-developed Memoranda of Understanding with the sponsor district covering finance, personnel, professional development and assessment help clarify charter relationship with district
- School focus on two levels of student learning including: (1) foundation mastery of core skills including culminating in a Certificate of Initial Mastery and (2) a choice of four advanced curricular pathways which may also be integrated with the IB program
- Extensive career counseling services supplemented by internship partnership with San Francisco State University counseling program
- Attendance rate increased and dropout rate decreased during first year as a charter school
- Partnerships with the Bay Area Global Education Project, the World Affairs Council, Project 2061 (science and technology), the Bay Area Writing Project, and the Coalition of Essential Schools, and Coopers & Lybrand
- Available representative standardized test scores: none available

Major Obstacles or Concerns:

- Lack of equity across the district for support of innovative programs
- Limited technology support and training

Contacts:

- **Assistant Principal:** **Richard Reynoso (415) 695-5866**
- **Assemblymember:** **Vacancy**
- **Senator:** **Milton Marks**

SAN FRANCISCO CHARTER EARLY CHILDHOOD SCHOOL

SAN FRANCISCO UNIFIED SCHOOL DISTRICT
CHARTER 40, SAN FRANCISCO CITY AND COUNTY

Overview of the School

The San Francisco Charter Early Childhood School is a "from scratch" school serving a small but diverse student population of Kindergarten through second grade students. A third grade will be added next year. The arts-based curriculum is delivered by certificated staff working in conjunction with a certificated artist. Instruction is delivered in small classes using project-based and cooperative learning strategies.

The school is constituted as a California non-profit corporation and is governed by a board consisting of the parents, staff, and community members. Despite its small size, the school manages all of its funds independent of the sponsor district and is located in a district-owned facility. Under an innovative lease arrangement, the school is able to deduct the cost of capital improvement, maintenance, and other costs from rent charges during the initial term of its lease of a district-owned site.

Student Demographics

1994-95 Student Racial, Ethnic, & Enrollment Data						
	American Indian	*Asian & Pacific Islander*	*Hispanic*	*African-American*	*White*	*Total*
School Number	2	7	8	10	16	43
School Percent	5	16	19	23	37	100
District Percent	1	48	20	18	13	100

- Percent of students qualifying for free/reduced price lunch: 38 percent
- Special needs services provided: The school receives special education services pursuant to the terms of a memorandum of understanding with the sponsor San Francisco Unified School District

Student Assessment Methods:

- Portfolios of student work including audio and video recordings
- Proficiency demonstrations

Major Successes and Distinguishing Features:

- The arts (all of them) are incorporated into each aspect of the school's curriculum.
- Small size and low student:teacher ratio allows a high level of individual attention and individualized instruction
- An emphasis on projects allows children to fully explore their individual interests

- A strong sense of community develops from each child's family participation in the school's work
- Positive role model to children from seeing parents working together to resolve differences of opinion
- Available representative standardized test scores: none available

Major Obstacles or Concerns:

- Severe internal conflict marked a difficult first year startup effort
- Difficult negotiations with sponsor district regarding funding allocations
- Finances are extremely tight because the school is currently too small to afford a full-time director
- The school's "Reggio-Emilia" arts-based instructional methods require an immense level of staff work and commitment to implement

Contacts:

- **Board President:** **Ricka Gerstmann (415) 761-8615**
- **Assemblymember:** **Vacancy**
- **Senator:** **Milton Marks**

LINSCOTT ELEMENTARY CHARTER SCHOOL

PAJARO VALLEY UNIFIED SCHOOL DISTRICT
CHARTER 41, SANTA CRUZ COUNTY

Overview of the School

The Linscott Elementary School, previously a district alternative school, converted to charter status in 1994 to serve 131 students in grades K-5. The school added grades 6-7 in 1995, expanding to serve 160 students. Linscott is a cooperative parent participation school dedicated to the development of the whole child. The school provides active, hands-on learning experiences for children that integrate content areas and are based on the California Curriculum Frameworks and incorporates new state and national standards.

As a parent cooperative school, parents are expected to play a very active role in both the classroom and governance of the school and typically volunteer to work 4 hours per week in cooperation with the school's instructional staff. The Site Management Team, made up of an equal number of parents and teachers along with the business manager, oversees the operations of the school. The business manager and an instructional leader share administrative responsibilities.

Student Demographics

1994-95 Student Racial, Ethnic, & Enrollment Data						
	American Indian	*Asian & Pacific Islander*	*Hispanic*	*African-American*	*White*	*Total*
School Number	0	10	30	4	87	131
School Percent	0	8	23	3	66	100
District Percent	0	3	69	1	27	100

- Percent of students qualifying for free/reduced price lunch: 20 percent
- Special needs services provided: The school contracts with the local Special Education Local Planning Area to provide services for special needs students. A counselor is available one day per week to provide psychological and emotional counseling needs identified by teachers, parents, and students

Student Assessment Methods:

- Portfolios of student work
- Teacher-developed tests
- Student performances and performance tasks
- The school is currently exploring standardized testing options following the cancellation of the California Learning Assessment System

Major Successes and Distinguishing Features:

- The school enjoys an exceptionally high level of parent involvement in both the classroom and school governance matters

- Relationships between teachers, parents, and students are deeper and more genuine than in a traditional school environment
- Class size is limited to 25 and student to adult ratios are low due to presence of parents in classrooms
- Highly committed staff who "buy in" to the school's philosophy
- Under charter status, the school is able to more quickly implement creative curricular and instructional strategies
- Workshops and explorations led by parents
- Available representative standardized test scores: None currently available. The school is currently exploring standardized testing options for spring 1996.

Major Obstacles or Concerns:

- Due to a narrow interpretation of existing charter laws, the school has only partial fiscal independence and is being forced to book all of its financial transactions on the district's books. This is an unnecessary duplication of effort.
- The school lacks space for expansion and is currently renting space at a separate location to accommodate additional classes. The cost is high and location is inconvenient.
- Lack of clarity regarding charter schools' ability to participate in the new statewide student assessment systems established by Assembly Bill 265.

Contacts:

• **Instructional Leader**	**Sue Forson (408) 728-6301**
• **Business Manager**	**Vera Algoet**
• **Assemblymember:**	**Bruce McPherson**
• **Senator:**	**Henry Mello**

THE ACCELERATED CHARTER SCHOOL

LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER 45, LOS ANGELES COUNTY

Overview of the School

The Accelerated Charter School was created "from scratch" and began serving grades K-4 in 1994. Located in South Central Los Angeles, the new school is philosophically grounded in the Accelerated Schools model pioneered by Dr. Henry Levin of Stanford University emphasizing high expectations for all students. The Accelerated School provides a rich curriculum while taking risks, building on stakeholder strengths, and creatively solving problems.

A variety of community agencies including the Los Angeles Unified School District, County Office of Education, and California State University Los Angeles provided startup assistance to founders Kevin Sved and Johnathan Williams. Grants from Wells Fargo Bank and the Weingart Foundation funded startup costs. A Board of Trustees consisting of the co-directors, community leaders, experts in education, business leaders, and a parent representative make major fiscal and legal policy decisions while a separate "School as a Whole" council makes instructional and school-level policy decisions. It operates largely independent of the sponsor Los Angles Unified School District, selects its own staff, and manages its own funds pursuant to the school's 10 year growth plan. The school plans to relocate to a large site owned by the California Fashion Industries and grow to serve 1200 students spanning pre-Kindergarten through 12 and offer a broad range of social and other community services.

Student Demographics

1994-95 Student Racial, Ethnic, & Enrollment Data						
	American Indian	*Asian & Pacific Islander*	*Hispanic*	*African-American*	*White*	*Total*
School Number	1	0	25	26	0	52
School Percent	2	0	48	50	0	100
District Percent	0	7	67	14	12	100

- Percent of students qualifying for free/reduced price lunch: 94 percent
- Special needs services provided: The school accesses a variety of services through referrals to neighborhood schools, community agencies, and university-based sources

Student Assessment Methods:

- Skill-based progress assessments developed by Accelerated School master teachers Barbie DeHart and Ana Ponce
- Standardized tests (CTBS and Aprenda)
- Teacher observations

- Student portfolios

Major Successes and Distinguishing Features:

- Surpassed achievement test gain goals of 10-20 percent gains as specified in the charter document. Reading scores increased 21.9 percent and math increased 41.5 percent
- The school's master teachers developed a progress assessment system based on concrete skills
- Established teacher training program in cooperation with California State University Los Angeles and Pacific Oaks College
- Established network and partnerships with local health care providers, social service agencies, community organizations, and businesses
- Developed a 10 year fiscal plan with assistance from Wells Fargo Bank, successfully established fiscal systems leading to complete spending flexibility, and met audit tests of an independent accounting firm and sponsor district
- Satisfied funders who have committed an additional $230,000
- Highly involved parents who provide an average 156 hours/month in volunteer time.
- ESL and SSL classes are offered for school community members
- Physical education and school-based family counseling program established with California State University Los Angeles
- Waiting list of 217 students demonstrates high level of demand
- Available representative standardized test scores:

Comprehensive Test of Basic Skills/Aprenda (comparison of 1993-94 and 1994-95 percentile scores, averaged across grades)		
Year	Reading	Math
1993-94	33	36
1994-95	40	52
Change	+7	+16

Major Obstacles or Concerns:

- Interpretation of state and federal laws as they apply to charter schools is difficult and time-consuming
- The low level of state operational funding and lack of start-up funds for "from scratch" schools

Contacts:

- **Co-Directors:** **Kevin Sved (213) 235-6343**
  Johnathan Williams
- **Assemblymember:** **Marguerite Archie-Hudson**
- **Senator:** **Diane Watson**

HARRIET TUBMAN VILLAGE CHARTER SCHOOL

SAN DIEGO CITY UNIFIED SCHOOL DISTRICT
CHARTER 46, SAN DIEGO COUNTY

Overview of the School

The Harriet Tubman Village Charter School was created "from scratch" in 1994 and opened in a previously-closed site owned by the sponsor district. Tubman Village utilizes the curriculum and instructional methods of Waldorf Education, and international, developmentally-based education movement. The school's instructional program is aligned with the California State Frameworks and emphasizes a whole-language, integrated-content, and arts-based approach.

School policy is established by a Governance Team and several school committees. The school operates in close cooperation with the sponsor district but with a higher level of budgetary, operational, and staffing flexibility than other district schools.

Student Demographics

1994-95 Student Racial, Ethnic, & Enrollment Data						
	American Indian	*Asian & Pacific Islander*	*Hispanic*	*African-American*	*White*	*Total*
School Number	3	18	116	130	106	373
School Percent	1	5	31	35	28	100
District Percent	1	19	32	17	31	100

- Percent of students qualifying for free/reduced price lunch: 71 percent
- Special needs services provided: Special education Resource Specialist Program, ESL and LEP support services, school counselor, and school psychologist

Student Assessment Methods:

- Standardized testing in grades 2-6
- Waldorf-based, student-created "Main Lesson" books
- Portfolios of student work

Major Successes and Distinguishing Features:

- Curriculum and instruction based on Waldorf Education principles
- Flexibility in teacher recruitment and selection has better enabled the school to assemble a diverse, dedicated, and talented pool of teachers and staff
- Extensive staff training and development activities including twice-monthly Waldorf methodology meetings and weekend intensive sessions
- Unique teacher evaluation process facilitated by a team of teachers with previous Waldorf school experience, self-evaluative review, and evaluative visits

- Lengthened blocks of instructional time
- Class teachers move up grade levels with students
- American Sign Language taught in all grades
- Arts integrated across the curriculum
- Established library filled with new books and extensive multi-cultural selections
- Cultural awareness is extensively promoted throughout the curriculum and through special ethnic celebrations and activities
- Available representative standardized test scores: none available

Major Obstacles or Concerns:

- The school's status as a district "overflow" site has posed a variety of challenges, particularly to a "startup" school using the unconventional Waldorf approach. It has led to extensive overcrowding, widely fluctuating class sizes, discipline problems, a transient student population not necessarily interested in Waldorf methods, and has made parent involvement more of a challenge. The school has established a variety of programs and policies to address these challenges including a new discipline program and committee.

Contacts:

- **Educational Director:** **Themba Sadiki (619) 668-8635**
- **Assemblymember:** **Dede Alpert, Susan Davis**
- **Senator:** **Lucy Killea**

DETERDING ELEMENTARY CHARTER SCHOOL

SAN JUAN UNIFIED SCHOOL DISTRICT
CHARTER 47, SACRAMENTO COUNTY

Overview of the School

Deterding Elementary School converted to a charter school in 1993 and serves preschool through 6th grade students. The school's mission is to educate students through the integration of arts and science and to use arts to foster higher order thinking skills and experimentation without fear of failure. The California Curriculum Frameworks provide the foundation for the school's curriculum.

Deterding is governed by a 13-member governing board and depends on an administrative body responsible for designing and implementing curriculum, addressing implementation issues, and proposing an annual budget to the school's governing board. The school continues to operate in close cooperation with the sponsor district, selects from a menu of district services, and has an option to purchase support services outside of the district.

Student Demographics

1994-95 Student Racial, Ethnic, & Enrollment Data						
	American Indian	*Asian & Pacific Islander*	*Hispanic*	*African-American*	*White*	*Total*
School Number	12	41	28	18	525	624
School Percent	2	6	4	3	85	100
District Percent	2	6	8	5	79	100

- Percent of students qualifying for free/reduced price lunch: 27 percent
- Special needs services provided: Special Education Resource Specialist Program, speech therapy, and adaptive physical education services are provided. The school is also an English as a Second Language Center.

Student Assessment Methods:

- CTBS administered to all 2nd through 6th grade students and selected 1st graders.
- Portfolios of student work. Piloted student-led parent/teacher conferences to review contents of student portfolios. Writing assessed using teacher-developed rubrics.
- Grade 6 graduation exit criteria.
- Extensive and on-going staff and parent training in assessment methods and implementation including in-service training in alternative assessment tools, holistic and analytic rubrics, and participation in the New Standards English Language Arts Portfolio Project.

Major Successes and Distinguishing Features:

- Parent volunteer hours increased from 4,000 hours in 1993-94 to over 17,000 hours in 1994-95, the first full year as a charter school. Developed a "Family Participation Commitment" agreement (94 percent participation), a parent job list, and hired a parent coordinator. Over 25 parent training workshops and classes offered.
- Established charter governing board and bylaws with all staff participating on at least one governance committee
- Developed and implemented charter budget with increased site control over categorical funds
- School principal, teachers, and parents screen and select new staff.
- Developed and implemented a new calendar, adding 3 days to instructional year and flexible daily schedules to implement integration of curriculum and maximize student contact time
- Goal-setting conferences are held with each family prior to start of year (85% participation)
- Added award-winning community service components including clothing drives, an energy saving team, and a recycling team
- Joined and actively participated in the Carmichael Chamber of Commerce
- Reduced discipline and behavior problems
- Recognized by California Department of Education as a "Distinguished School"
- *"Many of our accomplishments possibly could have been achieved by any school. However, the Charter gave all who are involved at Deterding the common goal, the sense of ownership and responsibility for the educational program and its success or failure. Decisions were made by those who had the highest stakes in these students--the parents and staff. Our flexible schedule could not have been implemented without our site decisions for support staffing and the creative use of our site."*
- Available representative standardized test scores: none reported

Major Obstacles or Concerns:

- Relationships with employee groups
- No additional funding for the intensive time, resources, and energy needed to restructure the school

Contacts:

- **Principal/Director:** **Peggy Scribner (916) 575-2338**
- **Assemblymember:** **Barbara Alby**
- **Senator:** **Leroy Greene**

BEST COPY AVAILABLE

O'FARRELL COMMUNITY SCHOOL: CENTER FOR ADVANCED ACADEMIC STUDIES

SAN DIEGO CITY UNIFIED SCHOOL DISTRICT
CHARTER 48, SAN DIEGO COUNTY

Overview of the School

O'Farrell Community School: Center for Advanced Academic Studies opened in 1990, converted to charter status in 1994, and serves grades 6-8. The 1400-student school is organized into 9 Educational Families, where teachers make major decisions regarding curriculum, scheduling, and student discipline. The school aims to prepare all students for advanced-level high school courses and students must meet several custom-developed high school readiness standards. O'Farrell uses a student-centered, activity-oriented learning program supported with state-of-the-art technology.

O'Farrell is governed by a Community Council composed of teachers, parents, students, and community representatives. The Council makes major budget and staffing allocation decisions with other decisions decentralized to the teacher-led Educational Families. The school operates in close coordination with the sponsor district, but retains the right to contract-out for services and select its own staff.

Student Demographics

1994-95 Student Racial, Ethnic, & Enrollment Data						
	American Indian	*Asian & Pacific Islander*	*Hispanic*	*African-American*	*White*	*Total*
School Number	5	553	250	441	144	1393
School Percent	0	40	18	32	10	100
District Percent	1	19	32	17	31	100

- Percent of students qualifying for free/reduced price lunch: 66 percent
- Special needs services provided: The school provides a broad array of special education services using a full inclusion model for all but the most severe needs students. Services for English-language learners and a Family Support Services wing are also available.

Student Assessment Methods:

- Students must meet six "Challenges" of "The O'Farrell Standard," including exhibitions, demonstration of research skills, community service, and performance demonstrations
- Standardized testing (ASAT)
- Schoolwide Language Arts and Mathematics Tasks
- Portfolios of student work
- Participating in the New Standards Project development efforts

Major Successes and Distinguishing Features:

- 100 percent of students are in an enriched, untracked instructional program

- Student assessment is based on attainment of educational outcomes and demonstrated high school readiness, not seat time or credits earned
- Educational Family structure provides a more focused, personalized environment and facilitates a high level of teacher control over instructional and student matters
- Existing district wages and benefits are a "floor" and the school exercises the right to select staff and waive credential requirements to facilitate formation of interdisciplinary teams
- All staff participate in annual peer reviews
- A Family Support Services wing is co-funded through a partnership with the sponsor district and County of San Diego
- Funds controlled by the site increased by 1000 percent due to the establishment of a charter school budget account
- The school attained a 95 percent actual attendance rate and low suspension and expulsion rates
- Presidential visit by Bill Clinton in 1995
- Affiliations with numerous state and national-level reform efforts including the Coalition of Essential Schools, the National Alliance for Restructuring Education, California's SB 1274 Restructuring and SB 620 Healthy Start and SB 1510 Technology initiatives, and Apple Corporation's Christopher Columbus Consortium
- Partnerships with and funding support from the Stuart and Panasonic foundations, Cox Cable, San Diego State University, the County of San Diego, and others
- Available representative standardized test scores:

Abbreviated Stanford Achievement Test (percent of students scoring at or above 50th percentile)			
Year/Grade	Reading	Language	Math
Grade 6			
1994	32	40	46
1995	35	50	55
Grade 7			
1994	45	36	39
1995	41	29	43
Grade 8			
1994	35	41	42
1995	37	38	44

Major Obstacles or Concerns:

- Lack of a clear and equitable definition of Average Daily Attendance for charter schools under state funding regulations
- Defining the role of charter schools with the sponsor district and employee unions
- The multiple organizations trying to evaluate charter schools early in the charter process

Contacts:

- **Chief Educational Officer:** **Bob Stein (619) 263-3009**
- **Assemblymember:** **Dierdre Alpert, Susan Davis**
  Senator: **Lucy Killea**

GARFIELD ELEMENTARY CHARTER SCHOOL

REDWOOD CITY ELEMENTARY SCHOOL DISTRICT
CHARTER 49, SAN MATEO COUNTY

Overview of the School

The Garfield Elementary Charter School converted to a charter school in 1994 and serves pre-Kindergarten through 6th grade students in a predominantly Latino community. Garfield aims for its students to perform at a level comparable with the top quarter of students nationally on several independent measures. Reduced class size, a longer school year, a new curriculum, and a new approach to serving the needs of language minority students are now in place to help reach these goals.

Garfield is formally organized as a Joint Powers Authority between the sponsor Redwood City Elementary School District and the County of San Mateo. The governing board of this unique county-school district partnership consists of two county board members, three parents, a business leader, a teacher, and a community member. The County of San Mateo has provided significant financial and other resources into the charter development effort.

Student Demographics

1994-95 Student Racial, Ethnic, & Enrollment Data						
	American Indian	*Asian & Pacific Islander*	*Hispanic*	*African-American*	*White*	*Total*
School Number	4	22	483	5	26	540
School Percent	1	3	89	1	5	100
District Percent	0	6	56	3	35	100

- Percent of students qualifying for free/reduced price lunch: N/A
- Special needs services provided: Comprehensive special education services are provided either on-site or in cooperation with the sponsor district and county office of education. On-site health clinic and family outreach services.

Student Assessment Methods:

- Standardized tests (CTBS, Aprenda)
- Performance-based assessment (developed by Redwood City School District and CTB/McGraw Hill)
- Individualized Proficiency Tests (English oral proficiency test)
- North West Evaluation Association Computer Adaptive Test of individual student growth in math, reading, and language (system under development and review)

Major Successes and Distinguishing Features:

- Lengthened school year from 173 to 193 instructional days. Eliminated shortened weekly and pre-holiday "minimum days"
- Reduced class size from 29 to 24
- Established on-campus health clinic staffed by a pediatric nurse practitioner and community health worker
- Defined specific grade-level goals on each assessment instrument
- Established early morning drop-in center and after school program
- Community Development Block Grant awarded to build new preschool
- Established new library with $10,000 for new books and staffed by a library aide
- Increased parental involvement at all levels
- New computers in every classroom and hired technology specialists
- All students receive dance, music, and drama classes weekly
- Moved parent/teacher conferences to Saturdays for parent convenience
- Established student uniform policy
- Established major spring dance/drama production, third grade community service project, new after school activities, and provided conflict resolution training for students and staff
- Available representative standardized test scores:

Comprehensive Test of Basic Skills/Aprenda (percentile scores, 1994-95)				
Grade	CTBS Reading	CTBS Math	Aprenda Reading	Aprenda Math
1	N/A	56	16	16
2	N/A	N/A	36	28
3	19	15	37	39
4	31	33	28	17
5	11	17	36	21
6	27	37	19	27

Major Obstacles or Concerns:

- Financial stability over the long term in a low-revenue district while maintaining low class size and extended calendar
- Complex technical, procedural, and fiscal issues relating to conversion to independent charter status
- Implementing new and innovative practices while also overcoming time and energy-consuming schoolwide and interpersonal issues during "conversion" phase
- Differences between staff and governing board over policy and administrative matters

Contacts:

- **Director:** **Judith Daher (415) 369-3759**
- **Assemblymember:** **Byron Sher**
- **Senator:** **(Vacancy)**

WASHINGTON CHARTER ELEMENTARY SCHOOL

DESERT SANDS UNIFIED SCHOOL DISTRICT
CHARTER 52, RIVERSIDE COUNTY

Overview of the School

Washington Elementary converted to charter status in 1994 and serves 749 students in grades K-5. The curriculum is based on the State Frameworks and incorporates varied instructional strategies. The school day has been rearranged into longer teaching blocks, and teachers preparation time has been focused on one half-day every week for individual and grade-level preparation and planning. The other four days have been lengthened to allow for more comprehensive student projects.

The school operates in close cooperation with the sponsor district and is governed by a charter board consisting of five staff members, five parents, one classified employee, one community member, and the principal. The board is responsible for hiring all personnel. All parents, students and teachers sign a Shared Support Agreement which details the general responsibilities of each stakeholder.

Student Demographics

1994-95 Student Racial, Ethnic, & Enrollment Data						
	American Indian	*Asian & Pacific Islander*	*Hispanic*	*African-American*	*White*	*Total*
School Number	11	20	197	12	509	749
School Percent	1	3	26	2	68	100
District Percent	0	1	17	0	82	100

- Percent of students qualifying for free/reduced price lunch: 36 percent
- Special needs services provided: Resource specialist, speech therapy, ESL

Student Assessment Methods:

- Standardized tests (CTBS)
- Portfolios of student work
- Student performance demonstrations

Major Successes and Distinguishing Features:

- Number of students with perfect attendance doubled to 200, overall attendance funded at 98 percent
- The number parent and community volunteer hours tripled to 14,000 hours per year
- The annual number of books read by students doubled

- 751 of 756 parents attended a parent conference
- Class size reduced to 28 from 33
- Significant improvement in groundskeeping with flower plantings and reseeding. Lawn mowing has been moved to Saturdays to avoid disturbing noise and dust and is now done on a weekly basis. Contracting these services out rather than buying them from the district saved over $10,000.
- The school staff developed a new "high expectations" reading curriculum
- Every classroom has a new multimedia IBM-compatible computer with a CD-ROM drive
- Eight portable laptop computers were added to the computer lab along with 6 additional student-built IBM-compatible computers
- The school's budget was balanced and a 6 percent reserve was established from first year revenues
- Added full-time music teacher, counselor, and business manager
- Extended the length of the instructional day
- Standardized test scores (CTBS) increased in reading and math for all grades except 5th grade reading which declined 3 percentile points. Test scores have shown steady and significant growth before and since becoming a charter school. The table below, for example, shows CTBS test scores for students who entered in 1992 as first graders.

Comprehensive Test of Basic Skills
(increase in scores as entering students progress through grade 3)

Year	Grade	Reading Percentile	Math Percentile
1992	1	54	68
1993	2	68	83
1994	3	70	83

Major Obstacles:

- The local chapter of the California School Employees Association (CSEA) filed a complaint with the Public Employees Relations Board regarding the school's operations, specifically objecting to the school's use of an outside contractor to perform groundskeeping functions on weekends when children are not present. In cooperation with the sponsor District and expert legal counsel, the school successfully sought preliminary injunction blocking CSEA action. Further litigation is pending to resolve the matter and a favorable result is currently anticipated.

Contacts:

- **Principal:** **Carole Horlock (619) 862-4350**
- **Assemblymember:** **Jim Battin**
- **Senator:** **Raymond Haynes**

RITE OF PASSAGE SCHOOL

EL DORADO COUNTY OFFICE OF EDUCATION
CHARTER 53, EL DORADO COUNTY

Overview of the School

The Rite of Passage court school converted to charter school status in 1994 and continues as a program to serve probation-referred students from throughout the county and state. The program uses the California Curriculum Frameworks as the basis for the curriculum along with other locally developed courses of study. Each student has an educational and treatment plan (ETP) that addresses academic, social, and emotional needs. Core academic subjects of English, mathematics, science, and history are offered with a focus on real applications. Four career pathways are offered including health, technical, industrial technology/manufacturing, and automotive/diesel technology.

Student Demographics

1994-95 Student Racial, Ethnic, & Enrollment Data						
	American Indian	*Asian & Pacific Islander*	*Hispanic*	*African-American*	*White*	*Total*
School Number	11	17	100	91	80	299
School Percent	4	6	33	30	27	100
County Office Percent	3	2	15	11	69	100

- Percent of students qualifying for free/reduced price lunch: not available
- Special needs services provided: The Rite of Passage Charter School continues to serve a probation-referred clientele and offers special education and remedial and enrichment based on individual student needs identified during an intake assessment

Student Assessment Methods:

- Students are given the WRAT and reading and math proficiency tests upon intake and special and remedial needs are identified
- Based on intake assessments, an individual Resource Program is developed for each student, including an individual assessment program to demonstrate competencies in core academic and career training. Multiple assessment methods are used to diagnose and evaluate student progress and competency on an ongoing basis.

Major Successes and Distinguishing Features:

- Developing articulation agreements and "2+2" programs with several community colleges
- Individual student academic and vocational needs are assessed and an "Individual Resource Program" is developed for each student, feeding into one of four career pathways
- Academic and career training advancement is based on demonstrated competency, not credits generated
- Students work with staff to develop an Educational Aftercare plan encompassing educational and career placement options
- Students work toward a 10th grade certificate allowing transition to "traditional" high school programs

Major Obstacles or Concerns:

- Need to develop stronger network with other counties because the school's students come from over 30 different counties
- Need to identify and establish additional apprenticeship and job placement opportunities
- Would like to generate additional contacts with similar school-to-career programs

Contacts:

- **Principal** — **John Fry (916) 463-5580**
- **Director:** — **Wally Newbery (916) 622-7130**
- **Assemblymember:** — **David Knowles**
- **Senator:** — **Tim Leslie**

DISCOVERY CHARTER SCHOOL

CHULA VISTA UNIFIED SCHOOL DISTRICT
CHARTER 54, SAN DIEGO COUNTY

Overview of the School

The Discovery Charter Elementary School opened in 1993 and converted to charter status in 1994. Discovery serves a diverse Kindergarten through 6th grade population using a single-track, year-round calendar. The school's curriculum is aligned with California State Frameworks with a strong literature and language arts focus. Biliteracy in both English and Spanish is stressed throughout all grades.

Discovery Elementary is governed by a Child-Centered Team consisting of parents and staff which is responsible for major policy decisions. The school operates largely within the existing district operational structure and is exploring more autonomous operations.

Student Demographics

1994-95 Student Racial, Ethnic, & Enrollment Data						
	American Indian	*Asian & Pacific Islander*	*Hispanic*	*African-American*	*White*	*Total*
School Number	3	160	252	37	191	643
School Percent	0	25	39	6	30	100
District Percent	1	11	54	6	28	100

- Percent of students qualifying for free/reduced price lunch: N/A
- Special needs services provided: Special Education Resource Specialist and speech therapy. The school uses a full inclusion model for integrating special needs students.

Student Assessment Methods:

- Standardized tests (SAT and Aprenda)
- Portfolio assessments
- Writing samples scored using rubrics
- Student presentations to parents, teachers, and peers
- Developmental report card criteria and Developmental Biliteracy Program Standards

Major Successes and Distinguishing Features:

- Dual language program. English speakers learn Spanish and Spanish speakers learn English.
- "Multiple Intelligences" instructional strategies designed to address varying student learning styles
- "Expanding Four Walls" study trips to a variety of locations including Sacramento and Williamsburg

87

- "Interconnecting Heroes" tutoring program using high school students
- After school clubs
- Increased site-based management control through the Child-Centered Team
- Available representative standardized test scores:

Stanford Achievement Test (1993 percentile scores)		
Grade	Reading Percentile	Mathematics Percentile
3	50	53
4	55	60
5	56	63
6	56	63
Aprenda (1993 percentile scores)		
3	82	65
4	64	78
5	83	76

Major Obstacles or Concerns:

- Lack of district support
- Financial matters
- Status as a new community and parent work commitments make building school community a challenge
- Trying to do too much, too fast, overwhelms staff

Contacts:

- **Principal:** **Fred Elliott (619) 656-0797**
- **Assemblymember:** **Steve Baldwin**
- **Senator:** **Steve Peace**

BUCKINGHAM CHARTER SCHOOL

VACAVILLE UNIFIED SCHOOL DISTRICT
CHARTER 56, SOLANO COUNTY

Overview of the School

Initially named the Vacaville Independent Charter School, the Elise P. Buckingham Charter School was established in 1994 and has grown to serve over 500 students in grades Kindergarten through 12. Buckingham is a community-based school that allows parents to be the primary facilitators of their student's education within the adopted curriculum goals of the sponsor Vacaville Unified School District. Customized distance learning classes provided via satellite along with enrichment classes supplement home- and community-based study. The school's teachers coach both parents and students and are responsible for evaluating and monitoring student progress.

The Buckingham School is governed by the sponsor district Board of Education and senior district staff. A four member Parent Council acts as an advisory group.

Student Demographics

1994-95 Student Racial, Ethnic, & Enrollment Data						
	American Indian	*Asian & Pacific Islander*	*Hispanic*	*African-American*	*White*	*Total*
School Number	0	12	51	28	174	265
School Percent	0	5	19	11	65	100
District Percent	1	5	15	7	72	100

- Percent of students qualifying for free/reduced price lunch: N/A
- Special needs services provided: N/A

Student Assessment Methods:

- Standardized tests (CAT-5)
- Woodcock-Johnson Assessment Test
- Wide-Range Achievement Test
- Student performance tasks
- Portfolios of student work
- Authentic assessments

Major Successes and Distinguishing Features:

- Provided customized distance learning, teleconferencing, and electronic field trip opportunities
- Highest individual student SAT score in the Vacaville Unified School District (1994-95)
- Enrollment has consistently increased

- 100 percent of 1995 high school seniors passed proficiencies on their first attempt
- 100 percent of 1995 parents attended program orientations
- Integrated technology/computer courses for all students and parents
- Created customized courses for student interest areas
- Created educational partnership programs with Solano Community College
- Created vocational and academic assessment options with Solano County Office of Education
- Created business-education partnerships with local agencies
- Provided baseline testing for entering students
- Established volunteer site-based tutorial services
- Available representative standardized test scores: N/A

Major Obstacles or Concerns:

- Inadequate facilities
- Philosophical differences with district educators regarding charter school and alternative education
- Special education needs and services

Contacts:

• **Director of Special Projects:**	**Judith Cook (707) 453-6141**
• **Coordinator of Special Projects:**	**Bob Hampton (707) 453-6144**
• **Assemblymember:**	**Tom Hannigan**
• **Senator:**	**Maurice Johannessen**

EXCELSIOR ACADEMY ALTERNATIVE EDUCATION

SNOWLINE JOINT UNIFIED SCHOOL DISTRICT
CHARTER 60, SAN BERNARDINO COUNTY

Overview of the School

Excelsior Academy was created "from scratch" in 1994 and serves middle and high-school aged students who are "at-risk," credit deficient, or who have been expelled or dropped out from traditional schools. Students range in age from 13 to over 50 years. The curriculum is aligned with the sponsor district's course of study and includes the M-CAD computer-based competencies. The school currently operates on an evening schedule using the campus of the local continuation high school.

Student Demographics

1994-95 Student Racial, Ethnic, & Enrollment Data						
	American Indian	*Asian & Pacific Islander*	*Hispanic*	*African-American*	*White*	*Total*
School Number	0	2	2	0	17	21
School Percent	0	10	10	0	80	100
District Percent	1	1	16	2	80	100

- Percent of students qualifying for free/reduced price lunch: none
- Special needs services provided: NA

Student Assessment Methods:

- Standardized and publisher tests (ITAS and M-CAD)
- Teacher-developed tests

Major Successes and Distinguishing Features:

- *"In our second year of operation, Excelsior Academy has expanded its curriculum and has proven to be a valuable alternative for those students experiencing difficulty in regular programs of the Snowline School District. We have seen an increasing number of adult enrollments and voluntary enrollments by students transferring from other district schools. Our combination of daily classes and independent study is unique within the Snowline District.*

- Available representative standardized test scores:

Independent Test of Academic Skills			
Year	Grade	Math Percentile	Reading Percentile
1995	10	68	63
1995	11	50	82

Major Obstacles or Concerns:

- Limited facilities to accommodate growth
- Cash flow problems due to funding based on prior year attendance figures and growth in enrollment

Contacts:

- **Principal/Director:** **Pete Rodine (619) 868-3442**
- **Assemblymember:** **NA**
- **Senator:** **NA**

NEVADA CITY HOME STUDY CHARTER SCHOOL

NEVADA CITY ELEMENTARY SCHOOL DISTRICT
CHARTER 62, NEVADA COUNTY

Overview of the School

The Nevada City Home Study Program converted to charter status in 1994 and serves students in grades K-8. The instructional program provides a way for students to learn at their own pace. All parents, students, and teachers sign a Home Study Contract specifying the responsibilities of families and students. Parents, students, and teachers meet on a weekly, bi-weekly, or monthly basis to develop an individualized lesson plan geared to the student's developmental needs and abilities. Socialization needs are met through weekly classes, field trips, sports activities, dances, and family networking opportunities. The school also offers special classes in art, drama, computers, and Spanish.

The school is governed by the board of trustees and superintendent of the sponsor Nevada City School District. Budget and finances are also under the control of the sponsor district. The school is housed at a district middle school site and the site principal also administers the charter school.

Student Demographics

1994-95 Student Racial, Ethnic, & Enrollment Data						
	American Indian	*Asian & Pacific Islander*	*Hispanic*	*African-American*	*White*	*Total*
School Number	0	0	2	0	39	41
School Percent	0	0	5	0	95	100
District Percent	2	2	2	0	94	100

- Percent of students qualifying for free/reduced price lunch: N/A
- Special needs services provided: none specified

Student Assessment Methods:

- Standardized testing (CTBS)
- Curriculum-embedded tests
- Weekly and monthly summaries of completed student work, including video tapes, photographs, and audio tapes
- Demonstrations of student skills
- Parent and teacher evaluations
- End-of-year evaluations

Major Successes and Distinguishing Features:

- Working cooperatively with families in a climate of mutual respect, trust, and caring

- Emphasizing the importance of family in the educational plan
- Educating with real life understandings
- Social connections across all age levels
- Surviving as a one room school
- Available representative standardized test scores: *None available*

Major Obstacles or Concerns:

- Lack of a suitable facility
- Staff turnover

Contacts:

- **Coordinator/Lead Teacher:** **Connie Harrar (916) 265-1845**
- **Assemblymember:** **Bernie Richter**
- **Senator:** **Tim Leslie**

MOUNTAIN HOME CHARTER SCHOOL

BASS LAKE JOINT UNION ELEMENTARY SCHOOL DISTRICT
CHARTER 63, MADERA COUNTY

Overview of the School

The Mountain Home Charter School converted the sponsor district's home-based independent study program to charter status in 1994 and serves over 60 students in grades K-8. Charter teachers, parents, and students work together to develop annual goals for each student under a written agreement. Student progress toward their annual goals is evaluated every one to eight weeks using work samples, inventories, presentations, observations, and interviews. Charter teachers also offer classes, workshops, and other activities on a weekly basis.

The school is governed by a Charter Council of parents, staff, and a designee of the sponsor district administration.

Student Demographics

1994-95 Student Racial, Ethnic, & Enrollment Data						
	American Indian	*Asian & Pacific Islander*	*Hispanic*	*African-American*	*White*	*Total*
School Number	0	0	0	1	62	63
School Percent	0	0	0	2	98	100
District Percent	7	1	7	1	84	100

- Percent of students qualifying for free/reduced price lunch: 0 percent
- Special needs services provided: Psychological testing, nursing, special education speech therapy, and instructional media services are provided through the sponsor district and county office of education.

Student Assessment Methods:

- Standardized testing (CAT)
- School developed inventory for Kindergarten students
- Individual annual student goals are monitored and evaluated every one to eight weeks using a variety of methodologies including reviews of student work, skills inventories, and presentations
- Student driven portfolio assessments (effort was unsuccessful)

Major Successes and Distinguishing Features:

- More parent choice in classes and programs
- Reduced paperwork for teachers
- Increased interaction between teachers and student families

- Increased parent participation in school operations and management including planting gardens to improve school site, parent-led workshops and lessons, improved student newsletter and yearbook, and more field trips
- Increased interest and participation in arts lessons, concerts, and performances.
- Increased community awareness of the school's programs
- Available representative standardized test scores:

CAT Test Results (percentile rankings)			
Grade Level	Reading	Language	Math
2	87	41	59
3	76	62	95
4	36	38	22
5	67	52	54
6	68	39	55
7	70	54	50
8	88	76	79

Major Obstacles or Concerns:

- Homeschooling methods are difficult to define and categorize relative to traditional curriculum frameworks
- Narrow interpretation of charter statutes by California Department of Education limits expanding learning opportunities beyond those offered by traditional district schools

Contacts:

- **Administrator/Lead Teacher** — **Jeannine Heilman (209) 641-1422**
- **Assemblymember:** — **George House**
- **Senator:** — **Dick Monteith**

CLEAR VIEW ELEMENTARY CHARTER SCHOOL

CHULA VISTA ELEMENTARY SCHOOL DISTRICT
CHARTER 68, SAN DIEGO COUNTY

Overview of the School

With the unqualified support of teachers and district staff, Clear View Elementary Charter School converted to charter status in 1994 and serves grades Kindergarten through 6. Located five miles north of the Mexican border, the school serves as both a "neighborhood" school and a cluster site for Spanish primary language instruction. The school aims to prepare students to function effectively in a world of new ideas; think independently, critically, and creatively; and to become collaborative workers. Clear View provides an active learning environment to develop an understanding of contemporary issues and technology and promote a partnership between school, home, and community. The school is nationally-recognized for its innovative and intensive use of instructional technology and enjoys a large number of partnerships with a long list of organizations and school reform efforts.

Student Demographics

1994-95 Student Racial, Ethnic, & Enrollment Data						
	American Indian	*Asian & Pacific Islander*	*Hispanic*	*African-American*	*White*	*Total*
School Number	5	101	317	9	137	569
School Percent	1	17	56	2	24	100
District Percent	1	11	54	6	28	100

- Percent of students qualifying for free/reduced price lunch: 26 percent
- Special needs services provided: Special education services including Special Day Class and Resource Specialists and Spanish primary language instructional services

Student Assessment Methods:

- Standardized tests (SAT, Aprenda)
- Learning outcomes have been established at various developmental levels in five areas including cognitive processing, science and technology, communication, social-emotional, and physical.
- Performance is assessed at every grade level using rubrics and scoring guides demonstrating competency linked to established standards. Assessment tools include performance assessments, holistic writing, and student portfolios.

Major Successes and Distinguishing Features:

- Technology-intensive school with fiber optic network link supporting two-way video/audio, dozens of IBM computers linked via an Ethernet network to large file servers, printers, color scanners, laserdisc and video cameras, video editing equipment, electronic links to an off-site video library, Internet access, electron microscope access via data link, voice mail, and translation headsets
- Named International Model Technology School by Cox Communications
- Conducted Multimedia Academy for 55 educators from across the nation
- Parent volunteer hours logged increased to over 11,000 from 8,000 hours in 1993-94
- Average of 20 daily volunteers
- Local groundskeeping firm has been contracted, leading to a 40 percent decrease in water use and improved appearance of grounds
- Instructional schedule modified to allow 45 minutes of daily teacher collaboration time
- Teachers created a new teacher and principal evaluation focusing on student learning
- Continued increase in rate of student attendance
- Partnerships with Cox Communications, IBM, Pacific Telesis, Lego-Dacta, McMillin Companies, San Diego State University, and U.S. Navy Helicopter Squadron 41
- Numerous grants including SB 1274 restructuring, SB 1510 Technology, and federal Goals 2000 grants
- Principal named California Elementary Administrator of the Year (1994) and National Distinguished Principal (1994)
- Available representative standardized test scores:

Stanford Achievement Test (grade level percentile scores, 1994)		
Grade	Reading Comprehension	Math Applications
4	55	71
5	65	79
6	61	67

Major Obstacles or Concerns:

- None reported

Contacts:

- **Principal:** Ginger Hovenic (619) 498-3000
- **Assemblymember:** Denise Ducheney
- **Senator:** Steve Peace

CATO SCHOOL OF REASON

SNOWLINE JOINT UNIFIED SCHOOL DISTRICT
CHARTER 70, SAN BERNARDINO COUNTY

Overview of the School

The CATO School of Reason Charter School was established "from scratch" in 1994 and provides support for home schooled students in all grades. The CATO philosophy holds that parents, not the state, are responsible for student education. CATO Facilitators work with students and parents to develop an instructional program and review student work and findings. The Facilitators either hold a state teaching credential or work under the supervision of a credentialed teacher.

The school is governed by a five member board consisting of three parents, a representative of the Education Foundation for Ethics and Principles, and a representative of the sponsor district. CATO operates in a highly independent fashion and draws students from the sponsor district and several nearby communities.

Student Demographics

1995-96 Student Racial, Ethnic, & Enrollment Data*						
	American Indian	*Asian & Pacific Islander*	*Hispanic*	*African-American*	*White*	*Total*
School Number	0	4	45	24	194	267
School Percent	0	1	17	9	23	100
District Percent	NA					

*This school did not collect CBEDS enrollment data for the 1994-95 school year. Current year information are displayed here.

- Percent of students qualifying for free/reduced price lunch: NA
- Special needs services provided: NA

Student Assessment Methods:

- Standardized testing (CAT-5)
- Portfolios of student work
- M-CAD computer-based assessment system currently under development

Major Successes and Distinguishing Features:

- Student success is based on their demonstration of knowledge and understanding, not "seat time" or credits earned.
- Curriculum and instruction is individualized to target each student's capabilities and can flex to accommodate students who may be significantly ahead or behind traditional grade-level understanding
- CATO's student population has more racial/ethnic diversity than the sponsor district

- Strong growth in demand for enrollment from several nearby communities
- CATO's Resource Center in Phelan offers one-on-one instruction and is currently able to offer students as much instructional time as they desire
- CATO students take at least one monthly field trip--trips have included the Holocaust Museum of Tolerance in Los Angeles, the LaBrea Tar Pits, several museums, visits to ethnic enclaves such as Los Angeles' Chinatown and Olivera Street, and whale watching trips
- Available representative standardized test scores: Standardized testing is currently used only for individual student diagnostic purposes and schoolwide summary data is not yet available.

Major Obstacles or Concerns:

- Ongoing and time consuming disputes with sponsor district administrative staff regarding instructional and governance issues
- Severe cash flow problems due to the school's rapid growth and the fact that cash flow is largely dependent on prior-year attendance figures
- The school serves students with an exceptionally broad range of capabilities and some who advance very rapidly based on demonstrating knowledge and capacity. This system leads to arguments with traditional school administrators who are incapable of handling such students.

Contacts:

- **Director:** **Tom Cosgrove (619) 868-4108**
- **Assemblymember:** **Pete Knight, Keith Olberg**
- **Senator:** **Don Rogers**

BEST COPY AVAILABLE

HICKMAN HOME STUDY CHARTER SCHOOL

HICKMAN ELEMENTARY SCHOOL DISTRICT
CHARTER 72, STANISLAUS COUNTY

Overview of the School

Hickman Home Study Charter School is an alternative public school providing support to homeschooling families with students in grades K-8. The school converted the sponsor district's home-based independent study program to a charter school in 1994 and has expanded to serve over 500 students. Each student and teaching parent are assigned to a grade level coordinator who diagnoses the student's needs, works with the parent to select curriculum, tracks progress, furnishes appropriate instructional materials, and coaches parents on teaching strategies. Students may also take classes in 6 curricular areas including science, computers, physical education, art, music, and language arts. Some of these classes are offered once a week while others are offered as one- or two-day workshops.

The school operates in close cooperation with the sponsor district and is governed by an advisory council composed of parents, staff, and the Program Director.

Student Demographics

1994-95 Student Racial, Ethnic, & Enrollment Data						
	American Indian	*Asian & Pacific Islander*	*Hispanic*	*African-American*	*White*	*Total*
School Number	4	4	31	6	345	390
School Percent	1	1	8	2	88	100
District Percent	0	0	22	0	78	100

- Percent of students qualifying for free/reduced price lunch: N/A
- Special needs services provided: Speech therapy and school psychologist for testing and counseling

Student Assessment Methods:

- Standardized testing (CTBS)
- Portfolios of student work
- Student performance demonstrations
- Criterion-referenced tests

Major Successes and Distinguishing Features:

- Personal contact always available with grade level coordinators for direct support for parent-teacher
- Clearly defined scope and sequence of grade level expectations

- Increased class offerings to supplement home-based instruction and provide additional socialization experiences
- Group events including speech contest, spelling bee, fine arts fair, young authors' fair, field trips, and graduation
- New facility and resources available for parent and student use
- Ongoing assessment of student needs and program adjustments to meet their needs
- Use of experienced homeschooling parents to give input on program direction, facilitate support groups, and direct inservice training
- Rewritten science and social studies curriculum to include unit studies that are user-friendly for homeschoolers
- Computer lab increased to 10 computers with instructor 3 days per week
- Technology committee developed and implemented technology plan
- 135 parents participated in summer inservice
- Strong partnership with campus school, district superintendent, and district board
- Available representative standardized test scores:

Comprehensive Test of Basic Skills (1994 median percentile scores, average all grades)		
Reading	Language	Mathematics
75	75	74

Major Obstacles or Concerns:

- Dealing with the uncertainties of a school with charter status including (1) mixed messages from different branches of the California Department of Education and (2) fear and uncertainty of insurance and other agencies regarding "uncharted water"
- Managing growth without losing the personal quality of the program
- Educating skeptics on the merits of homeschooling as a viable alternative to traditional classroom instruction

Contacts:

- **Director:** **Pat Golding (209) 874-1816**
- **Assemblymember:** **George House, Sal Cannella**
- **Senator:** **Dick Monteith**

APPENDIX A--1994-95 SCHOOL ENROLLMENT & DEMOGRAPHICS

CHARTER SCHOOL	AMERICAN INDIAN	ASIAN	PACIFIC ISLANDER	FILIPINO	HISPANIC	BLACK	WHITE	TOTAL
JINGLETOWN CHARTER MIDDLE	8	1	0	0	107	2	1	119
CHARTER COMM & EXT DAY	9	4	0	0	25	2	362	402
CHARTER RITE OF PASSAGE	11	11	3	3	100	91	80	299
SCHNELL ELEMENTARY	6	2	0	5	37	1	434	485
WEST PARK CHARTER ACADEMY	7	11	0	0	64	5	19	106
PIONEER ELEMENTARY	1	12	1	3	97	10	273	397
PIONEER UNION MIDDLE	2	8	1	12	105	10	357	495
PALISADES SENIOR HIGH	3	160	8	11	645	622	534	1983
EDUTRAIN	0	4	0	1	244	239	3	491
CANYON ELEMENTARY	2	11	2	1	64	27	153	260
FENTON AVENUE ELEMENTARY	1	11	3	14	763	184	26	1002
MARQUEZ AVENUE ELEMENTARY	1	32	1	2	49	44	334	463
PACIFIC PALISADES ELEMENTARY	1	14	3	3	109	23	213	366
VAUGHN STREET ELEMENTARY	0	1	0	1	998	47	6	1053
WESTWOOD ELEMENTARY	2	72	1	5	59	87	439	665
THE OPEN SCHOOL	16	59	3	4	71	76	153	382
THE ACCELERATED SCHOOL	1	0	0	0	25	26	0	52
MOUNTAIN HOME SCHOOL CHARTER	0	0	0	0	0	1	62	63
EEL RIVER CHARTER SCHOOL	7	0	0	0	2	4	19	32
GRASS VALLEY ALTERNATIVE CHARTER	3	2	0	1	1	0	137	144
NEVADA CITY HOME STUDY CHARTER	1	7	0	0	5	0	84	97
NEVADA CITY CHARTER	0	0	0	0	2	0	39	41
READY SPRINGS	0	0	0	0	1	0	48	49
TWIN RIDGES ELEMENTARY ALTER	5	1	0	1	2	3	111	123
HORIZON INSTRUCTIONAL SYSTEMS**	1	3	1	3	21	15	735	1016
LINCOLN HIGH	2	5	1	0	149	1	565	723
SHERIDAN ELEMENTARY	2	0	0	0	18	3	121	144
COPPIN ELEMENTARY	4	1	1	5	48	0	491	550
CREEKSIDE OAKS CHARTER ELEMENT	5	4	0	1	253	3	434	700
WASHINGTON CHARTER ELEMENTARY	11	18	0	2	197	12	509	749
MORENO VALLEY COMM. LEARNING C	0	2	0	1	6	6	9	24
CHOICE 2000 ON-LINE	0	0	0	0	11	0	48	59
TEMECULA LEARNING CENTER	2	3	0	1	3	0	59	68
FLORIN ELEMENTARY (CHARTER)	1	7	0	0	17	15	18	58
FOLSOM MIDDLE	2	47	11	5	43	13	751	872
BOWLING GREEN ELEMENTARY	10	146	0	15	155	270	129	725
DETERDING ELEMENTARY	12	39	1	1	28	18	525	624
NATOMAS CHARTER	4	4	1	2	13	11	45	80
BEAR VALLEY CHARTER	0	0	0	0	0	0	31	31
YUCCA MESA ELEMENTARY	6	7	2	2	88	8	561	674
OPTIONS FOR YOUTH CHARTER	0	0	2	0	53	15	115	185
EXCELSIOR ACADEMY	0	2	0	0	2	0	17	21
MUELLER ELEMENTARY	6	11	9	30	452	46	170	724
CLEAR VIEW ELEMENTARY	5	59	2	40	317	9	137	569
DISCOVERY ELEMENTARY	3	46	7	107	252	37	191	643
DARNALL ELEMENTARY	3	103	1	5	249	110	102	573
O'FARRELL COMMUNITY	5	72	21	460	250	441	144	1393
TUBMAN VILLAGE (WALDORF)	3	11	4	3	116	130	106	373
CHARTER SCHOOL OF SAN DIEGO	8	11	13	23	181	95	154	485
GUAJOME PARK ACADEMY	4	13	0	6	175	82	269	549
INTERNATIONAL STUDIES ACADEMY	7	173	0	38	188	69	95	570
SAN FRANCISCO EARLY CHILDHOOD	2	6	1	0	8	10	16	43
GARFIELD ELEMENTARY	4	2	18	2	483	5	26	540
SAN CARLOS CHARTER LEARNING CTR	0	5	0	7	9	7	56	84
PEABODY ELEMENTARY	2	12	1	1	317	20	278	631
SANTA BARBARA CHARTER	6	3	0	0	13	0	84	106
LINSCOTT ELEMENTARY	0	8	0	2	30	4	87	131
CHARTER #25	0	0	0	0	1	0	155	156
BUCKINGHAM CHARTER SCHOOL	0	6	4	2	51	28	174	265
SONOMA VALLEY CHARTER SCHOOL	1	8	0	0	29	1	182	221
HICKMAN HOME STUDY CHARTER	4	4	0	0	31	6	345	390
CHARTER OAK	1	1	0	0	0	0	22	24
Totals	213	1,265	127	831	7,832	2,994	11,843	25,342
Percent* **	1%	5%	1%	3%	31%	12%	47%	99%
Statewide Percent	1%	8%	1%	2%	38%	9%	41%	100%

* Data compiled from the California Basic Education Data System (CBEDS) and Charter School Project telephone survey of charter schools.

** One school began collecting racial/ethnic information using CBEDS categories mid year. Therefore detailed data to not sum to the total shown.

BEST COPY AVAILABLE